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ABSTRACT

This activities unit for teaching about Japan is designed for use with elementary students. The activities reflect the growing importance of Japan in today's world, and the belief that the social studies curriculum should reflect principles of global education. The unit is intended to explore seven major goals included in the social studies curriculum: citizenship, multi-ethnicity, economic understanding, effective decision making, sensitivity to time and space, examination and use of information, and analysis and adaptation to a changing world. The activities focus on four major areas: geography, government, culture, and education. The activities are designed for grade levels one through six; they may be adapted to meet other grade level requirements, however. Each activity includes a title, introduction, objectives, grade level, time, materials, procedure, follow-up, evaluation, and further suggestions. A 36-item list of references is included. (DB)

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A CULTURAL EXPERIENCE

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JAPAN

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SO 022 431

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PREFACE

This booklet is devoted to the teaching of Japan in the elementary schools. Readers will find specific teaching activities centered around themes that were selected by members in the graduate class the Teaching and Supervision of Social Studies in the Elementary School. The selected activities provide enrichment ideas which will help students and teachers develop a better understanding of Japan.

We must make our elementary students aware of the importance of Japan in the world community and also its importance to the state of South Dakota and contiguous states. We need to educate our children that it is becoming increasingly clear that we are as dependent on others as they are upon us.

It is our hope that this booklet will help teachers and students alike to gain a clearer perspective of Japan and to motivate them to pursue more opportunities to learn about Japan.

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EXPLORING JAPAN

Rationale

Global education refers to efforts to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. Students involved in the social studies curriculum are offered a unique opportunity to compare the lifestyle in the United States to that of other countries in the world. Japan, because of its ever changing position of world influence, offers students a unique social studies experience. The diversity of the culture as it moves from ancient to modern, from simple existence to technological world power, from isolationism to world-wide influence provides students with a culture to enhance their perspective of the world. The activities found in this unit on Japan reflect the belief that schools need to use an approach to schooling that reflects the theory of global education. It is critical for schools to prepare young people for life in a world increasingly characterized by pluralism, interdependence, and change. This unit explores seven major goals included in the social studies curriculum. The seven goals are as follows:

1. Citizenship
2. Multi-ethnicity
3. Economic understanding
4. Effective decision making
5. Sensitivity to time and space
6. Examination and use of information
7. Analysis and adaptation to our changing world

Using Japan as the basis for the development of curriculum, activities were focused on four major areas. These areas are as follows: geography, government, culture, and education. The activities included were designed for grade levels one through six; however, they may need to be adapted to meet other grade level requirements. It is our intention that teachers and students become aware of other people, other cultures, and our global society.

To become more effective, schools in general and social studies in particular, need to continue to expand efforts to globalize the curriculum.

This unit on Japan was prepared by graduate students in the School of Education at the University of South Dakota, Vermillion, South Dakota in fulfillment of the course requirements in the Teaching and Supervision of Social Studies for Dr. Robert Wood.

TABLE OF CONTENTS

Rationale..... i

Geography Activities..... 1

Government Activities..... 47

Culture Activities..... 77

Education Activities..... 123

Education Selection-References..... 168

GEOGRAPHY

OVERVIEW

Geography

Almost 4,000 islands make up the archipelago of Japan which lies off the coast of Asia. The four major islands that make up Japan are Honshu, Hokkaido, Shikoku, and Kyushu. Japan is boardered by the Sea of Japan on the east and by the Pacific Ocean on the west.

Until 200,000 years ago, Japan was not entirely a chain of islands. It was connected to Siberia to the north and Korea to the south. Evidence also indicates that even earlier, it was connected to the Philippines and Java, and the Sea of Japan was a huge lake.

Japan has a land mass of about 145,870 square miles and is about 1/25 the size of the United States. The capital of Japan is Tokyo which is located on the southeastern side of the island of Honshu. The population of Japan is over 120,000,000. Japan has the seventh largest population of any country in the world. Seventy percent of the Japanese people live along the Pacific seaboard between Tokyo and the northern part of Kyushu. The bulk of the population lives on less than ten percent of the total land space. This is about the size of one large county in the United States.

Mountains account for about seventy percent of the total land mass of Japan. More than 523 of these mountains are over 2,000 meters high. Mount Fuji, the tallest mountain, rises to a height of 3,776 meters. Mount Fuji is a conical volcano that has been dormant for over 250 years. There are, however, approximately 60 active volcanoes in Japan.

Japan was almost totally an agricultural society until the advent of industrialization which began in the 1860's. Today, fewer than one percent of the population engages in farming as the primary activity. The chief crop of Japan is rice. Other main agricultural produces of Japan are vegetables, fruit, wheat, barley, rye, soybeans, beef, pork, chicken, eggs, milk, and cheese. Japan's major food imports are meat, wheat, sugar, maize, and soybeans.

Japan has very few mineral resources, thus it imports the majority of its oil, copper, iron ore, nickel, coal, and bauxite. Other minerals such as limestone, lead, zinc, and sulphur are mined in Japan, but the quantities barely match the minimum need.

The climate in Japan has four distinct seasons. Summer, which begins in the middle of July, is warm and humid. The month before summer is known as the rainy season except on the northernmost island of Hokkaido, where there is no rainy season at all. The winters are quite mild on the Pacific side, but are very snowy in the mountainous interior. Spring and summer days are often warm and sunny until September, when typhoon season begins. Rainfall is plentiful, with an average of between 1,000 to 2,500 millimeters a year.

The following activities were created to help the elementary classroom teacher heighten the awareness of the geography of Japan in his/her classroom. All of the activities can be adapted to meet the needs of almost any grade at the elementary level.

Activity One

Title: Comparison of Available Farmland in Japan and South Dakota

Introduction:

Japan is a very mountainous country with over 70 percent of its land uninhabitable. Therefore, the area of land that can be used for farming is extremely limited with about 14.2 percent of the total land area being cultivated in 1985.

Japanese farms are small, an average of 3.2 acres, but are highly productive due to the heavy use of fertilizers and increasingly modern techniques. Terraces in hillsides and use of land along river banks demonstrate that all available land is used. The arable land per farmer in Japan is only about one hundred and fortieth of that available in the United States where farms average over four hundred acres.

Objectives:

1. Students will compare the land that is available for agriculture in South Dakota and Japan.
2. Students will compare the mountainous areas of South Dakota and Japan.

Grade Level: K-6

Time: 40 minutes

Materials:
- Map of South Dakota
- Map of Japan
- Map of the World

Procedure:

Step 1 - Introduce and discuss the vocabulary needed, such as state and country. Locate both South Dakota and Japan on world maps.

Step 2 - Discuss using a key on a map. Locate topographical features such as plains and mountains.

Step 3 - Locate, possibly using an overhead, plains and mountains and shade appropriately, using brown for mountains and green for plains or agricultural land.

Step 4 - Compare the areas in South Dakota and Japan. Discussion should include some other uses that people make of land in addition to agriculture.

Follow-up:

For older students, instead of providing a key, students could develop their own. Also, older students could draw in the mountainous areas. Other features, such as rivers and cities could be included.

Evaluation:

Compare student maps with "model" for accuracy. This could be done using a transparency.

Further Suggestions:

This activity could become a group project if the two maps were made into wall maps using an overhead projector. It could follow a study of South Dakota so students would be more familiar with our own state.

To expand this activity, maps of the United States and Japan could be compared in terms of mountainous areas and land available for other uses.

Activity Two

Title: Information About Japanese Agriculture, Natural Resources, Climate and Location

Introduction:

The geographic nature of the Japanese islands limits the agricultural industry. With 70 percent of its land uninhabitable mountains, the land available for agriculture is reduced. The crops and farming methods have been adapted to these conditions, as well as to the variations in climate. With a large population to feed, Japan imports many food products from the United States. The lack of many natural resources needed for industrialization is also a factor which causes Japan to import many raw materials.

Objectives:

1. Students will understand some major facts about Japanese agriculture.
2. Students will recognize how location, natural resources, and climate affect Japanese agriculture.

Grade Level: K-6

Time: 4-5 class periods

Material: - Fact sheets on agriculture, natural resources, climate, and location

Procedure:

Step 1 - Distribute the facts from the fact sheets in random order. Using cooperative groups, allow the students to discuss and then categorize into three areas: agriculture, natural resources and climate, and location. This could also be a whole class activity.

Step 2 - The cooperative groups should develop a question sheet or "quiz" activity to rotate through the other cooperative groups. This could be a graph, map, crossword puzzle, etc.

Step 3 - Groups will discuss and use the student made activities in preparation for a Jeopardy game.

Follow-up:

The cooperative groups could devise the "questions" for use in the Jeopardy game. Several sets of questions could be developed and then scrambled to assure a variety from all groups.

Evaluation:

Using the facts from the fact sheets and the questions prepared by the cooperative groups, the students will play a game using the Jeopardy format. Instead of individuals the groups could participate in the competition. Points earned would be assessed to the entire group.

Further Suggestions:

1. The students could compile their own "list of facts" after reading and researching Japan. Different groups could be assigned a specific topic to research or a general list could be complied. Categorizing activities could be included after the research was done.

2. Some evaluation could be done during the rotation of the "quiz" activities among cooperative groups. These might also be used for individual evaluation.

3. This activity could be shortened by using teacher made materials for study guides and game questions.

Activity Three

Title: Japanese Agriculture

Introduction:

Japanese agriculture is limited because of the conditions of land and climate. Only 14.5 percent of the nation's total land area is used for farming with the average farm at 3-4 acres. The mountainous regions which cover over 70 percent of the country force farmers to terrace hillsides and use river banks. Small-scale farming is highly productive with the use of fertilizers and modern equipment, but Japan still finds it necessary to import much of its food.

Objectives:

1. Students will recognize the reasons for Japanese agricultural techniques.
2. Students will appreciate the affect of location and climate on Japanese agriculture.

Grade Level: K-6

Time: 50 minutes (2 class periods)

Materials:
- Map of Japan
- Fact sheets on Japanese agriculture (this could also include the fact sheets on natural resources, climate, and location)
- Index cards

Procedure:

Step 1 - Conduct a discussion about the topographical features of the Japanese islands. Contrast the mountainous regions with the plains areas.

Step 2 - Discuss the agricultural fact sheet.

Step 3 - Individuals or cooperative groups should record the facts on index cards with each fact recorded on two separate cards.

Step 4 - Pairs of students should turn one set of fact cards upside down and compete in a game of "concentration." This is a game of memory where two identical fact cards must be matched to make a point. If no match is made the cards are returned, face down, and the other player gets a turn. This game could be played several times to increase familiarity with the facts.

Follow-up:

Sets of game cards including the facts about natural resources and climate or location could be made and used.

Evaluation:

1. A teacher made quiz involving the facts from the concentration game could be given.

2. Each student could write a summary of the facts used in the game.

3. Students could compare what they know about Japanese agriculture with what they know about agriculture in South Dakota. Paragraphs could be written and illustrated to demonstrate the differences.

Further Suggestions:

1. After an initial discussion about Japanese agriculture, individual students or cooperative groups could do research and then develop a "set" of facts to be made into game cards. Different topics could be made into "sets."

2. A set of game cards could be provided by the teacher for use in a learning center along with other materials about Japan.

FACTS ABOUT JAPAN

Location:

1. The four main islands are Hokkaido, Honshu, Shikoku, and Kyushu.
2. Because Japan is the most eastern land in Asia, it is often called "the land of the rising sun."
3. As an island nation, Japan stands apart from the other countries of East Asia. This separation has had an effect on the Japanese way of living.
4. Japan is an archipelago, or group of islands.
5. There are over 3,500 islands in the Japanese archipelago.
6. Japanese islands form an arc nearly 1,400 miles (2,200 kilometers) long. The land area is 145,870 square miles.
7. The Sea of Japan is on the west side and the Pacific Ocean is on the east side.
8. Japan's nearest neighbor is Korea, 100 miles (160 kilometers) to the southwest.
9. Japan is 450 miles (720 kilometers) from China's coast.
10. Nearly all of Japan's people live on the four main islands.
11. Japan stretches 1,865 miles (3,000 kilometers) in a northeast, southwest direction, between latitudes 45 33' and 20 25' north.
12. With an extremely irregular coastline, Japan abounds in good natural harbors which are a great help in industry, transportation, trade, and fishing.
13. The islands of Japan are the tops of a long mountain range which rises from the floor of the ocean.
14. The mountain range which makes the Japanese islands lies on an unstable part of the Earth's crust so volcanic activity and earthquakes are common.

Resources and Climate:

1. Japan has few natural resources such as coal or iron--the two basic minerals that help many countries build up industries.
2. Japan's most important resource is it's people, who are among the most highly educated and highly skilled in the world.

3. Japan must import large quantities of all major raw materials such as oil, coal, iron ore, cotton, wool, and wheat.

4. Japanese export many goods of high quality.

5. Japanese islands are rugged and mountainous and most farming plains are small and narrow.

6. Japan's many rivers are mostly short and unnavigable so are used for irrigation and hydroelectric power.

7. Japan enjoys four regular and distinct seasons.

8. The islands of Japan are in the temperate zone.

9. Snowfalls are heavy and frequent in central Japan on the Sea of Japan side and in the northern districts, but in southern Japan the growing season is extended.

10. The two most prominent features of the climate are the rainy season in early summer and typhoons in early autumn.

11. Most of Japan has abundant rainfall.

12. Kyushu and Shikoku are warmed by the tropical Japan current and they have hot summers and mild winters.

13. Southern Honshu has warm summers and mild winters.

14. The winters in northern Honshu and Hokkaido are cold and snowy.

15. The climate in the north is affected by the cold Oyashio current which originates in the icy north.

Agriculture:

1. The average Japanese farm is 3.2 acres while the average American farm is 400 acres.

2. In terms of yields per acre, Japanese farms are among the world's most productive.

3. Farmers make heavy use of chemical fertilizers and are using more modern equipment.

4. Japan's chief crop is rice, which is subsidized by the government.

5. Wheat and barley are produced in far less quantity than rice, the chief crop.

6. Other important crops are green vegetables and fruits.

7. Major fruits grown are mandarin oranges, apples, pears, and grapes.

8. An important change has been the steady increase of dairy farms.

9. The growth of the dairy industry is due to a change in the eating habits of the Japanese people, with more meat, butter, milk, and eggs being consumed than before.

10. Little pasture land is available so dairying is kept on a small scale.

11. Major food imports are meat, wheat, sugar, maize (corn for animal food), and soybeans.

12. The number of farmers is decreasing as more farmers have been moving from the farm land to take jobs in industry.

13. Many farm families also hold jobs in the manufacturing and service industries.

14. Paddy fields for growing rice occupy 54.8 percent of the agricultural land area.

15. Farmers make terraces along sides of hills and mountains to make use of all possible land. River banks are also used.

16. Most Japanese farmers own their own land.

17. Rice is subsidized by the government.

18. Japan is the world's largest customer for American farm exports (about 20 percent of all farm exports).

19. Roughly one in twenty acres in the United States is planted for the Japanese market.

20. The amount of land used in the United States for crops exported to Japan is more than all land cultivated in Japan itself.

21. On the northern island of Hokkaido, farms look similar to those in the United States because of the influence of Americans in the 1870's.

22. Fish farming makes use of the waters surrounding the islands.

map 5
TOPOGRAPHY

Taken from Contemporary Japan - A Teaching Workbook

Activity Four

Title: The Population Density of Japan Versus the United States

Introduction:

The average number of persons or individuals per square mile is the definition of density. The United States has a total land area of 3,618,770 square miles. The total land area is 3,539,289 and water area of 79,481 square miles. The United States has a population density of 65 people per square mile. This is much more comfortable than that of Japan.

Japan has a total land area of 145,870 square miles. They have 844 people packed into each square mile. This is more than twelve times as many people per square mile than the United States.

Objectives:

1. To recognize the relationship of what density is and why it is important.
2. Students will gain knowledge of what density is and why it is important.
3. To become more aware of the total land area of Japan in comparison to the total land area of the United States.

Grade Level: K-6

Time: 25 minutes

Materials:
- Handout #1 (The total land area of the United States and Japan)
- Handout #2 (The density of Japan and the United States)
- Chairs in the classroom to arrange for this activity

Procedure:

Step 1 - Distribute handout #1 and discuss with students to make sure they understand the land area for both countries.

Step 2 - Distribute handout #2 and discuss the density of Japan and the United States, as well as what a square mile is.

Step 3 - Have the students go to the back of the room. Then they can help arrange the desks so that in the middle there are five desks that will represent density.

Step 4 - Have five students sit in the desks to represent the density of the United States.

Step 5 - Arrange the middle of the room so that there is one desk instead of five. This will represent the density of Japan.

Step 6 - Have a different group of five sit in this one desk to represent the density of Japan.

Step 7 - Make sure each student gets involved and each group knows what it is like to represent both the United States and Japan. Upon completion of the activity arrange room back to normal.

Follow-up:

1. Emphasize to students that the United States is almost twenty five times the size of Japan but has just over twice as many people so they will gain an understanding of density.
2. Discuss with students the amount of people per square mile in Japan versus the United States and make sure they understand the difference.
3. Have the students write down the density of the United States, the density of Japan, the total land area of both, and have them illustrate what a square mile is.

Evaluation:

Students will gain knowledge of and experience the difference between a density that is comfortable (United States) and one that is uncomfortable (Japan).

Activity Five

Title: The Population of Japan in Comparison to Other Countries

Introduction:

In this activity students will place M & M's on maps of the seven largest countries in the world by population. Japan is the seventh largest country by population with 123,778,000 people. China is the largest, with 1,130,065,000, followed by India (850,067,000), the Soviet Union (290,939,000), the United States (250,000,000), Indonesia (191,266,000), and Brazil (153,771,000). By decorating these maps the students will be able to recognize what each country looks like, where their location is in the world, and the population of each country.

Objectives:

1. Students will gain knowledge of the top seven countries in the world by population.
2. Students will gain knowledge of the population of Japan in comparison to the United States and other countries.
3. Students will recognize where Japan and the other countries are in the world.

Grade Level: K-6

Time: 25 minutes

Materials:
- Map with the countries of China, India, Soviet Union, United States, Indonesia, Brazil, and Japan
- M & M's to represent the population of each country

Procedure:

Step 1 - Distribute maps to the students.

Step 2 - Provide the population of each country. Write the population of each country on the board and have the students copy them down.

Step 3 - Distribute M & M's to students. Explain that each color represents the population of a country. Example, the red M & M's represent the population of the United States. The yellow represent the population of Japan and China. Brown represents the population of India, light brown the population of Indonesia, green the population of Brazil, and orange the population of the Soviet Union.

Step 4 - Allow time for the students to place the M & M's on their respective countries.

Step 5 - Group students into teams and have them discuss what they have learned. Then ask what country is the largest in population, fourth in population, seventh in population, etc.

Follow-up:

1. Ask students to take the time to look at maps of different countries or a world map or a globe and remember what countries are the largest in population.

2. Try to emphasize to students that Japan is the seventh largest country by population but one of the smallest countries in the world.

3. Have students list the top seven countries by population.

Evaluation:

Students will gain knowledge of Japan ranking as the seventh largest country by population, and the United States ranking in fourth.

Activity Six

Title: A Comparison of the Population of Japan and South Dakota

Introduction:

This activity will include the population of Japan and South Dakota. The population comparisons will include the years of 1960, 1970, 1980, and 1990. Students will make a graph (line graph) to analyze the population increase or decrease for Japan and South Dakota during the last 30 years. Japan had 93,000,000 people in 1960, South Dakota had 680,500. In 1970, Japan had 102,325,000; South Dakota had 661,400. In 1980, Japan had 115,850,000; South Dakota 690,000. By 1990, Japan had 123,778,000 and South Dakota 715,000.

Objectives:

1. To become more aware of the population of Japan and South Dakota.
2. Students will gain knowledge of how the population has fluctuated for Japan and South Dakota over the last 30 years.
3. Students will gain knowledge of math skills as well as science skills of analyzing with the line graphs.

Grade Level: K-6

Time: One or Two 25 minute class periods

Materials:
- 2 line graphs for each student
- Handout #1 (The population figures for Japan and South Dakota for the last 30 years)

Procedure:

Step 1 - Pass out line graphs to the students.

Step 2 - Pass out Handout #1.

Step 3 - Go over the population figures with the students and explain the differences over the years.

Step 4 - On an overhead, have the students follow along in making a graph for Japan with the years of 1960-1990 and number of people in millions.

Step 5 - Have the students make a graph for South Dakota on their own.

Step 6 - Group students into teams and have them discuss their results and check their work.

Follow-up:

1. Go over the graph of South Dakota and make sure students understand how to make the graph correctly.

2. Discuss with students the results of the graphs and the differences between Japan and South Dakota.

3. Have the students redo their graphs if there are any mistakes and write a brief analysis of the results to hand in.

Evaluation:

Students will gain knowledge of and be able to analyze the differences, population changes between Japan and South Dakota for the last 30 years.

*Statistical data taken from the 1991 World Almanac.

Activity Seven

Title: Around Japan: A Game of Trivia

Introduction:

When studying the geography of any country, teachers, and students may find that the amount of factual information necessary to learn may be overwhelming. Since most children love to play games, this method of learning some of the geographical facts of Japan will be educational, informative, and fun at the same time. "Around Japan" has the same rules as does the game "Around the World," in which one student stands beside another student's desk. The one to answer the question first continues around the "world" (classroom) until he/she is ousted by another student. If a student makes it back to his/her starting place, he/she is declared the winner.

"Around Japan" may be used as an assessment procedure or as a way to teach facts of Japanese geography.

Objective:

1. After playing the game "Around Japan" several times, the students will have a better knowledge of some of the geographical facts of Japan while learning that geography can be fun.

Grade Level: Upper elementary

Time: Approximately 30 minutes should be allotted each time the game is played.

Material: - Question cards

Procedure:

Step 1 - Make certain that the students are familiar with the rules for the game "Around the World." Explain that they will be playing a slightly different version of the game entitled "Around Japan."

Step 2 - The teacher or a student may select someone to begin. The person who is "it" stands next to the person seated to his/her right.

Step 3 - The teacher asks one of the questions pertaining to the geography of Japan. Whoever answers the questions first continues moving around the room until he/she is either ousted or returns to his/her starting place.

Follow-up:

After the game has been played several times, put it aside and discuss with the students what they learned. Have the students follow up on particular areas that were of interest to them. For example: if a student becomes particularly interested in Japan's most popular fruit, the mandarin orange, he/she may be interested to learn that growth of the mandarin orange is controlled by the government in an effort to

avoid overproduction. Perhaps the student and/or teacher could bring in different types of oranges for the class to sample.

Evaluation:

After your students have shared their individual pursuits with their classmates, play "Around Japan" again. By now your students should have a good awareness of some of the geographical facts about Japan. They will probably have several questions to add to the list as well.

SUGGESTED QUESTIONS FOR "AROUND JAPAN"

1. Japan is made up of how many islands?	3,922
2. Japan is about the size of what state?	Montana
3. What percentage of the population engages in farming?	Less than 1%
4. What is the staple of the Japanese diet?	Rice
5. How often does an earthquake occur in Japan?	Almost daily
6. Name 2 of Japan's main agricultural products.	Rice, fruit, vegetables, rye, milk, eggs, pork, wheat, cheese, beef, barley, soybeans
7. What is Japan's most popular fruit?	Mandarin orange
8. How many countries have larger populations than Japan?	6
9. Name 2 countries that have larger populations than Japan.	China, India, Soviet Union United States, Indonesia, and Brazil
10. What is the population of Japan?	123,778,000

11.	Where do the majority of the Japanese people live?	Along the Pacific seaboard
12.	How much of the total lane area of Japan is uninhabitable?	70%
13.	Name three of Japan's imports.	Fossil fuels, raw materials (textiles, timber, lumber), foodstuffs, machinery and equipment, chemical products
14.	Name three of Japan's exports.	Machinery and equipment (autos, electrical machinery, general machinery), nonmetallic minerals, textiles, foods
15.	What country receives most of Japan's exports?	United States
16.	What does the word "Japan" mean?	Source of sun
17.	What is the name of Japanese money?	Yen
18.	What is the name of Japan's highest mountain?	Mt. Fuji
19.	Move one person for every one of the four major islands you can name.	Hokkaido, Honshu, Shikoku, Kyushu
20.	Which is the largest island?	Honshu
21.	What is the name of the watery fields where rice is grown?	Paddies
22.	What is the capital of Japan?	Tokyo
23.	What is the largest city in Japan?	Tokyo
24.	Japan is divided into 47 of these. What are they?	Prefectures
25.	What is the symbol on the Japanese flag?	Sun
26.	What colors are on the Japanese flag?	Red and white
27.	What months are considered the rainy season?	June and July
28.	What is the Japanese name for Japan?	Nippon

Activity Eight

Title: Sharing Japan: A Culminating Geography Activity

Introduction:

One of the most exciting learning experiences for young children is the sharing of their new found knowledge with others. This culminating activity is not only an excellent assessment of what your students have learned about the geography of Japan, it is also a good way to create an interest in Japan throughout your school.

Objectives:

At the conclusion of this unit, this activity should demonstrate that the students have the following skills:

1. The ability to draw the shape of Japan.
2. The ability to plot the major mountain ranges of Japan.
3. The ability to plot the following cities: Tokyo, Kyoto, Osaka, Nara, Kawasaki, Kobe, and Yokohama.
4. The ability to plot Mt. Fuji, Japan's highest mountain.
5. The ability to plot the Shinano River, the longest river in Japan
6. The ability to plot any other landmarks that the class deems as important.

Grade Level: This activity may be adapted to any grade level. The more in-depth your study, the more information you will have to plot on your map.

Time: Allot at least one hour for the planning stage and at least one hour for the painting as well.

Materials:
- Chalk
- Permanent paint of many colors (the class will need to decide exactly what colors will be used)
- Paint brushes (one for each child)

Procedure:

Step 1 - Upon completion of the study of the geography of Japan, discuss with your students what they feel are some of the important things they learned that should be included on a map of Japan. Either the teacher or a student should write down all suggestions.

Step 2 - Explain to your students that they will be creating a large map of Japan on the playground in an effort to share with others what they have learned about the geography of Japan. Question the students to make sure that the items included are representative of important geographic landmarks such as those stated in the objectives.

Step 3 - When the class has agreed upon which items are to be included on the map, have the class decide what members will be involved in what aspects of the map. This will help alleviate confusion. It may be easier to have the students who are drawing the outline of Japan on the playground use chalk for the initial sketching--it is less permanent than paint. When the students are satisfied with the outline, it can be painted.

Step 4 - While the paint is drying on the map, have each group meet and decide how they will accomplish their task. Then have each group share their plans with the class. Make certain that all students feel comfortable with what is to be done. The students will want to know how big each item is to be on the map. This will depend on the size of your map.

Step 5 - When all the groups are aware of the responsibilities of all members, have the class decide which group will begin. Let the other students observe each group, as this is a wonderful reinforcement to learning. Remind the students that paint has to dry; do not step on one another's work.

Follow-up/Evaluation:

After all work has been completed, stand back and admire your work. Ask your students to name each item, and tell what they learned about each. Perhaps your students will want to label each item in an effort to help other students learn the geography of Japan.

Further Suggestions:

Make sure that you have permission to paint on the playground before you begin.

The entire school will need to be alerted to the project, as the area to be painted will need to be sectioned off while the painting is in process as well as while it is drying.

It is best to begin this project in the morning; this way you will be able to finish in one day and keep an eye on it while it dries.

Activity Nine

Title: Japan: A Study of Climate and Seasons

Introduction:

In the study of a foreign land, children often have difficulty finding a personal meaning in what is being taught. Comparing how their situation is similar or different to the area being studied often helps personalize the learning situation, thus bringing deeper meaning and understanding to new and unfamiliar concepts.

Objectives: After completion of the lesson the child will:

1. Understand how different countries can experience different climates at the same time.
2. Learn about the seasons of Japan while learning about the seasons in the area in which we live.

Grade Level: Elementary

Time: Approximately one hour to play through several times, and about one hour for construction of the game boards.

Materials: For construction of the games boards, the following items will be needed.

- One copy of the prepared game board per student
- One blank game board per student
- Pencils, markers, or crayons
- Scissors and glue
- One piece of cardboard per game board
- One game board for each student

Items needed to play the game:

- One finished game board per student
- Squares of paper to cover game board squares
- Questions to be asked by the teacher or designated student

Procedure:

Step 1 - Discuss with your students the four seasons that most people living in the United States experience. Discuss the seasons in your area. What are the months that are considered spring, summer, fall, and winter? What articles of clothing would be appropriate to wear during each season? Your students may enjoy drawing pictures of themselves in the appropriate clothing for one of the four seasons and then letting their classmates guess which season they chose.

Step 2 - Discuss with your students the four seasons that the people of Japan experience and the months that are included in each. The following is a brief description of each season in Japan:

a) Summer: begins in the middle of July and is warm and humid (July - September)
b) Winter: mild on the Pacific side with many sunny days, the Japan Sea side tends to be overcast (December - February)
c) Spring: balmy days and sunshine (March - June)
d) Fall: balmy days and sunshine (September - November)

Step 3 - Another interesting season to study is typhoon season, which begins in September. Typhoons have been known to strike inland and may bring heavy rains and damaging winds. Ask the students if their area experiences typhoons. Is their area of the country prone to any similar storms such as a hurricane?

You will also want to discuss the rainy season, which occurs one month before summer. Tsunamis sometimes occur during this season. Discuss what a tsunami is with your class. Is there a similar storm in their region?

Step 4 - After discussing seasons and the events that may go along with each season in your student's area and in Japan, have your students play the game "Japan." The rules for game are as follows:

a) Each student in your class will need a game card and squares of paper to put over each square as it is called.

b) Explain to your students that the rules of the game are similar to that of "Bingo" except that instead of calling out numbers and letters, you will be describing a season or seasonal characteristic that can be found in Japan. The first person to fill a line with squares across, up, down, or diagonally says, "Japan." You will then repeat each statement while the student tells you which boxes he/she marked.

Follow-up/Evaluation:

Playing the game several times will help your students learn about the various seasons and seasonal characteristics of the country of Japan. Be sure to question your students as the game progresses to make sure that your students are comprehending the basic concepts to be learned.

Further Suggestion:

Leave the game out so that your students can play it again when they have the opportunity.

CONSTRUCTION OF THE GAME BOARDS AND QUESTIONS THAT MAY BE USED

Construction of the game boards:

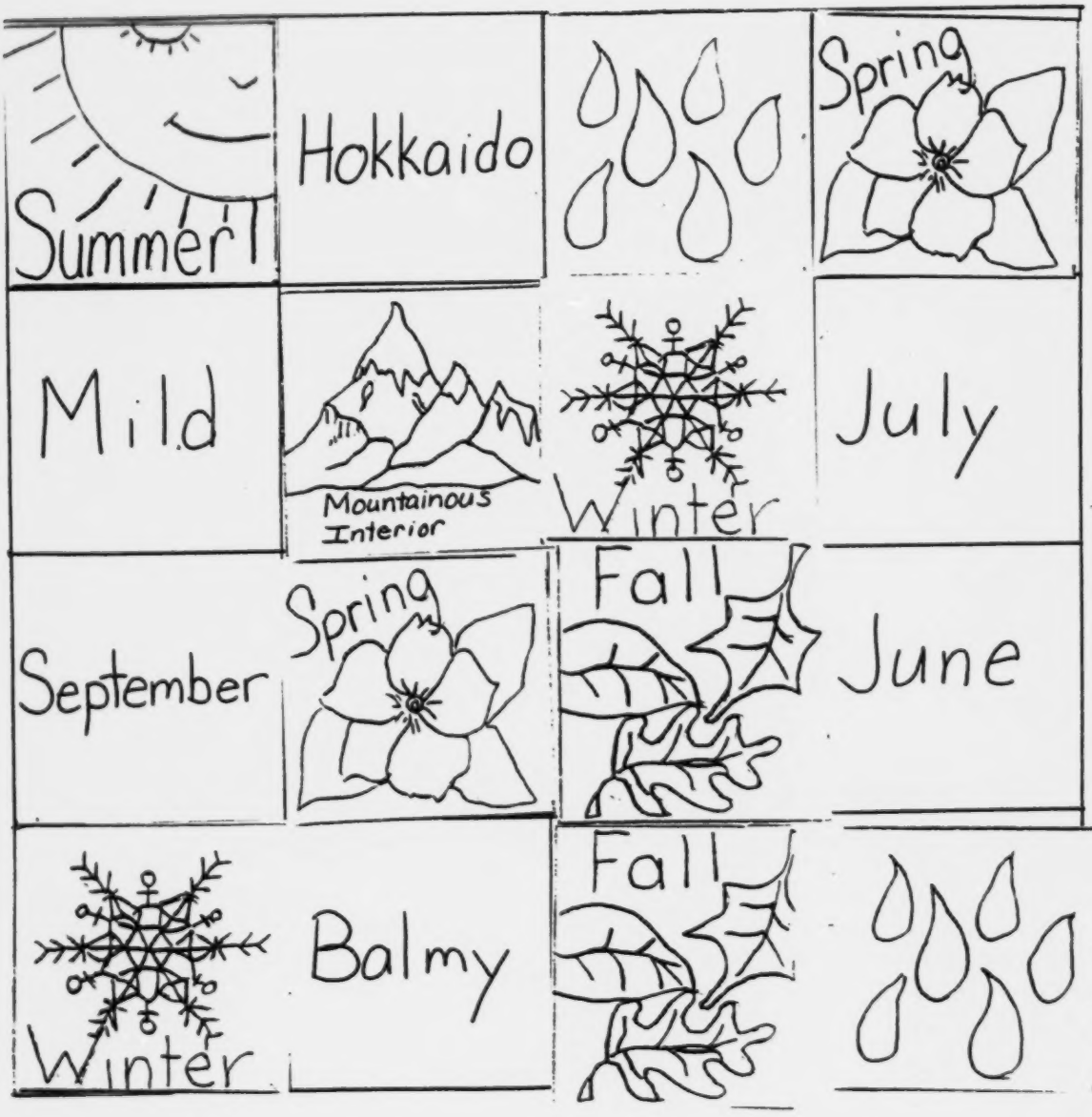
On the following pages, a sample game board has been included as well as a blank game board. Duplicate one of each for each student in the class. Have the students color the pictures on the finished game board page. Then have them cut each picture out and glue the pictures RANDOMLY on the blank game board. Have them cut out the title "Japan" and glue that to the top of the game board page that they are constructing. Gluing the finished game board to a piece of cardboard will make it more durable. If possible, laminate the finished game boards.

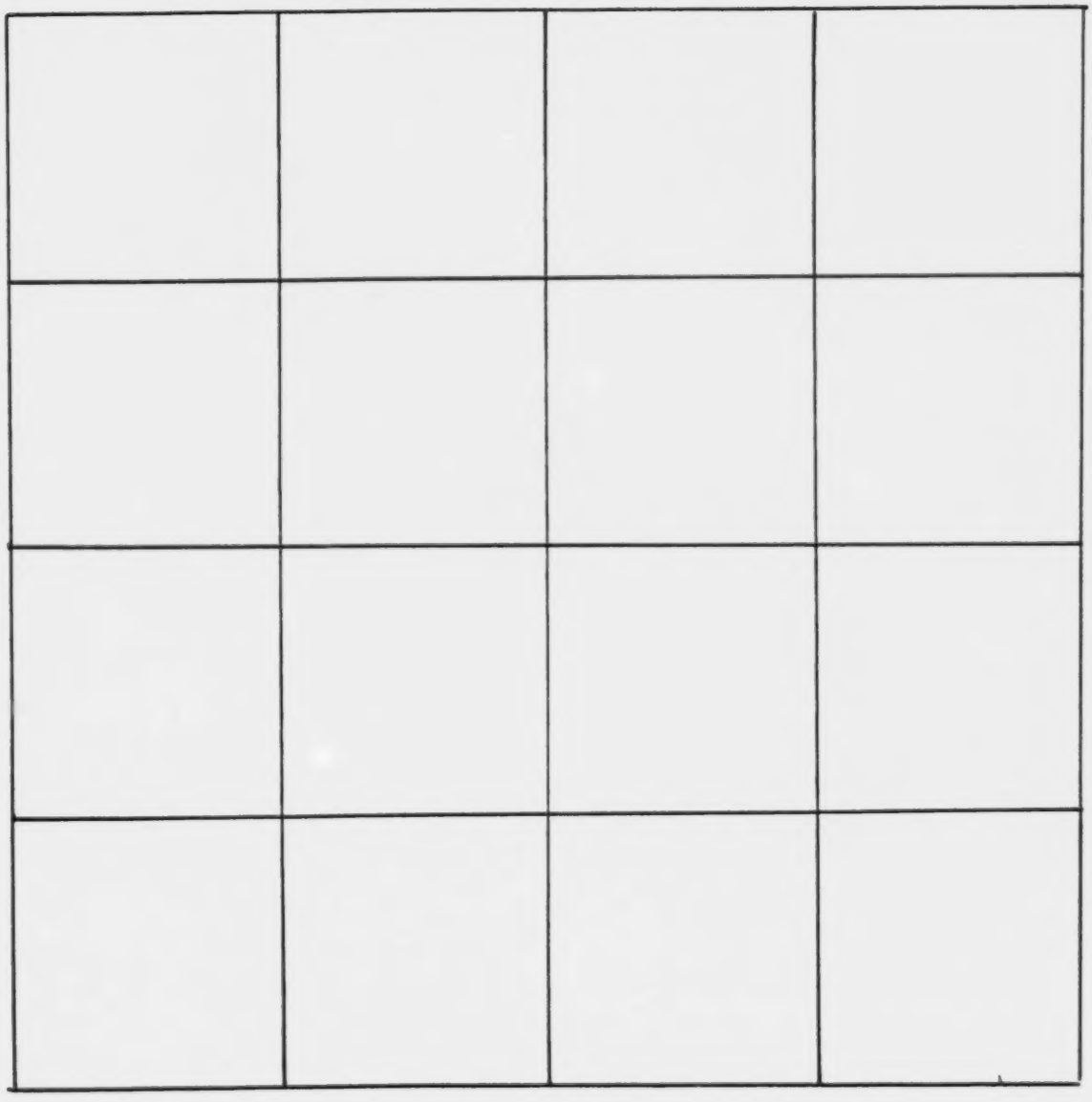
Possible questions to be used in the game:

1.	What season brings the cherry blossoms to Japan?	Spring
2.	What word describes the general weather pattern in most of Japan in the spring and summer?	Balmy
3.	Name the island that does not have a rainy season.	Hokkaido
4.	In what month does typhoon season begin?	September
5.	In what month does summer officially begin?	July
6.	In what season do the leaves change color in Japan?	Fall
7.	In what season are the trees resting?	Winter
8.	One of the snowiest regions in the world is in Japan and is known as the...	Mountainous Interior
9.	In what month does Japan experience the rainy season?	June
10.	What "season" lasts about one month and occurs before summer?	The rainy season
11.	The season that trees, plants, and flowers bloom is called...	Spring
12.	This season is mild on the Pacific side, but overcast on the Japan Sea side. It is known as...	Winter
13.	What word generally describes the climate of Japan?	Mild

14. When do tsunamis usually come in Japan?	Rainy season
15. The coast facing the Sea of Japan is called Japan's "Snow Country." People often have to tunnel under the snow to move from place to place. In what season would this occur?	Winter
16. The season that you as well as the children of Japan begin school is...	Fall

JAPAN


Summer
Hokkaido
Spring
Mild
Mountainous Interior
Winter
July
September
Spring
Fall
June
Winter
Balmy
Fall



Activity Ten

Title: Climate and Weather

Introduction:

Japan's major islands stretch from 30°N to 45°N. On a globe, this is about the same latitudes as the east coast of the United States between northern Florida and Maine. For that reason, Japan has a similar range of climate. Snow and cold winters occur in the far north. The southernmost islands have near-tropical summers.

Japan's climate is affected by two ocean currents. The Oyashio current, which flows south along the east coast of Hokkaido and northern Honshu, cools these areas. The Japan current warms most of southeastern Japan.

Japan's climate is also affected by monsoons. The winter monsoons bring heavy snows to northern Japan. The summer monsoons bring as much as 125 inches of rain to parts of southeastern Japan.

Most of Japan is quite humid. It receives at least 40 inches of rain each year. Also, several violent storms, called typhoons, hit Japan each year. Their fierce winds and rains cause great damage.

Objectives:

1. The learner will identify the different types of currents found along the coasts of Japan and how they affect the weather of Japan.
2. The learner will identify the major storms that Japan has each year which affects the amount of rainfall during the seasons.

Grade Level: K-6

Time: 90 minutes

Materials:
- Map of Japan showing the currents and their directions
- Map of Japan showing amount of rainfall and in what areas

Procedure:

Step 1 - Have the students locate Japan on a world map/globe. Compare its location to that of the United States.

Step 2 - Explain the location and identify the ocean currents that affect Japan by using the map showing the currents and their direction.

Step 3 - Discuss the amount of rainfall different parts of Japan receives. Discuss the monsoons and typhoons and their effects on Japan.

Step 4 - Have the students keep a record of the weather in Japan for a given week. Of the same week, have them keep a record of the weather they are experiencing where they live.

Step 5 - Have group discussion regarding the type of weather they recorded for Japan and how is compared to the weather they recorded for their city/state.

Step 6 - Ask the students to pick a geographic area of Japan. Next, have them write a weather report pertaining to what they think the weather in Japan is like today in that geographic area.

Follow-up:

Have the students give oral presentations of their weather reports. Have them discuss why they chose the type of weather they did in regards to the geographic location they picked.

By using the map of the currents surrounding Japan, the instructor can re-emphasize what affects the currents have on the weather of the Japanese islands. The warm and cold currents should also be reviewed.

Evaluation:

Having the students write a weather report should give the instructor a clear understanding of how the children perceive the weather in Japan in different geographic areas.

Further Suggestions:

- How does the weather affect their industrial products?
- How does the weather affect their transportation system?
- What type of clothes do they wear in accordance to the types of weather they have?
- Why are monsoons important?
- Why are there so many earthquakes and volcanoes?

Activity Eleven

Title: Land and Mountains

Introduction:

The islands of Japan lie in a broad arc off the Asian mainland. Japan's numerous islands form a long chain, or archipelago. They are so closely linked that some of them are joined just beneath the sea.

The islands of Japan are really tips of mountains that rise from the ocean floor. These mountains are still growing and shifting. This shifting causes many earthquakes each year. Most of Japan's earthquakes cause little damage. The shifting of the mountains has created volcanoes. Japan has more than 150 volcanoes, about 50 of which are still active.

Seventy five percent of the land in Japan is covered by hills and mountains, such as snow-capped Mount Fuji. Therefore, Japan's people live mainly on the coasts of the four major islands. The largest and most important island is Honshu. The other three islands are Kyushu, the southern most island; Hokkaido, the northern most island; and Shikoku.

Objectives:

1. The learner will be able to identify on a map the four major islands of Japan.
2. The learner will be able to identify the different types of landforms found on the islands of Japan.

Grade Level: K-6

Time: 90 minutes

Materials:
- Topographic map of Japan
- World map or globe
- Kool-aid playdough
- White paper
- Toothpicks

Procedure:

Step 1 - Have the students locate the United States on a world map/globe. Locate the Asian mainland. Locate Japan.

Step 2 - Have the students identify the four main islands of Japan, noting which is the northern most island, southern most island, and the largest island.

Step 3 - Using the topographic map, have the students locate Mount Fuji. Have the students locate the key (legend) and determine what parts of the islands are mountainous.

Step 4 - Divide the class into four (4) groups. Give each group a portion of the playdough, paper, and toothpicks.

Step 5 - Using the different colors of playdough, have the students make a topographic map of Japan (including a legend). This can be done by using the legend from the topographic map shown in class as a guide.

Step 6 - Using the paper and toothpicks, have the students make pennants to indicate where the major cities are located.

Follow-up:

By using the model the students have made, have each group give an oral report of what their model portrays. The four main islands should be clear, along with the location of their major cities. The different elevations should also be included in their report.

Evaluation:

After the students have constructed their playdough model of Japan, they should have a simplistic understanding of the make-up of the islands. They should know the names of the four main islands. They should also know each islands' location in relationship to the other islands.

By observing the playdough modeling activity, the instructor can evaluate the students by their accuracy of where the cities are located, the different elevations (and legends), and the proportional size of the islands.

Further Suggestions:

- Where do most of the people live if Japan is 75% mountains?
- How do the people of Japan make a living?
- How do people travel in Japan due to the mountainous country?

Activity Twelve

Title: Japan as a Whole

Introduction: "Facts of Japan"

The islands of Japan lie in a broad arc off the Asian mainland. Japan's numerous islands form a long chain, or archipelago. The islands are really tips of mountains that rise from the ocean floor. These mountains are still growing and shifting. The shifting causes many earthquakes each year. The shifting also has created volcanoes. Japan has more than 150 volcanoes, about 50 of which are still active.

About seventy-five percent of the land in Japan is covered by hills and mountains, such as snow-capped Mt. Fuji. Therefore, Japan's people mainly live on the coasts of the four major islands. The largest and most important island is Honshu. The other three islands are Kyushu, the southern most island; Hokkaido, the northern most island; and Shikoku.

Japan's major islands stretch from 30°N to 45°N. On a globe, this is about the same latitudes as the east coast of the United States between northern Florida and Maine. For that reason, Japan has a similar range of climate. Snow and cold winters occur in the far north. The southernmost islands have near-tropical summers.

Japan's climate is affected by two ocean currents. The Oyashio current, which flows south along the east coast of Hokkaido and northern Honshu, cools these areas. The Japan current warms most of southeastern Japan.

Japan's climate is also affected by monsoons. The winter monsoons bring heavy snows to northern Japan. The summer monsoons bring as much as 125 inches of rain to parts of southeastern Japan.

Most of Japan is quite humid. It receives at least 40 inches of rain each year. Also, several violent storms, called typhoons, hit Japan each year. Their fierce winds and rains cause great damage.

Objectives:

1. The learner will be able to identify on a map the four major islands of Japan.
2. The learner will be able to identify the different types of landforms found on the islands of Japan.
3. The learner will be able to identify the different types of currents found along the coasts of Japan and how they affect the weather of Japan.
4. The learner will be able to identify the major storms that Japan has each year which determines the weather and climate.

Grade Level: K-6

Time: 90 minutes

Material: - Crossword puzzle

Procedure:

Step 1 - Explain the different "Facts of Japan" as shown in the INTRODUCTION.

Step 2 - Hand out a crossword puzzle to each student.

Step 3 - Using the facts they have learned about Japan, ask each student to complete their crossword puzzle.

Follow-up:

Review the "Facts of Japan" with the students, asking them questions in ways other than they are stated for the crossword puzzle. Ask the students if they know any other "Facts of Japan" that WERE NOT in the crossword puzzle.

Evaluation:

Ask the students to hand in their crossword puzzles. Correct them and hand them back to the students.

Further Suggestions:

Incorporate the "Facts of Japan" in to other types of games (i.e., 21 Questions, Baseball).

Study other countries and cultures. Compare them to the country and culture in which you live. Compare them to what you learned about Japan.

JAPAN AS A WHOLE

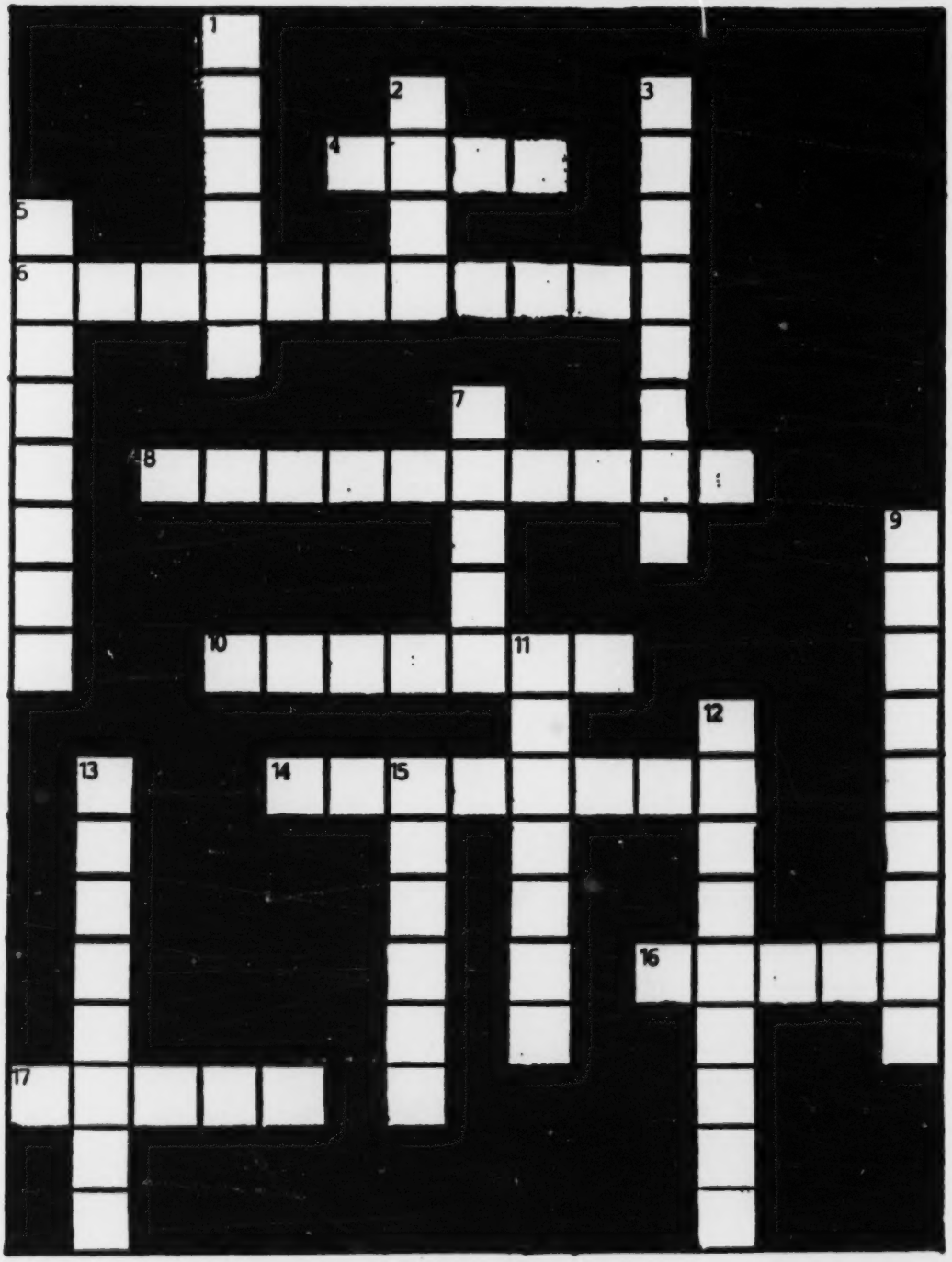
DOWN

1. Largest island
2. Rainy season (month)
3. Warm current in the Pacific Ocean, from north to south, that brings lots of fish
5. 38°N is the _____ of Tokyo
7. Capital of Japan
9. Major landform of Japan
11. Cool current by Japan
12. 196 of these, 50 are active
13. Heavy seasonal rains or snow
15. Southern-most island

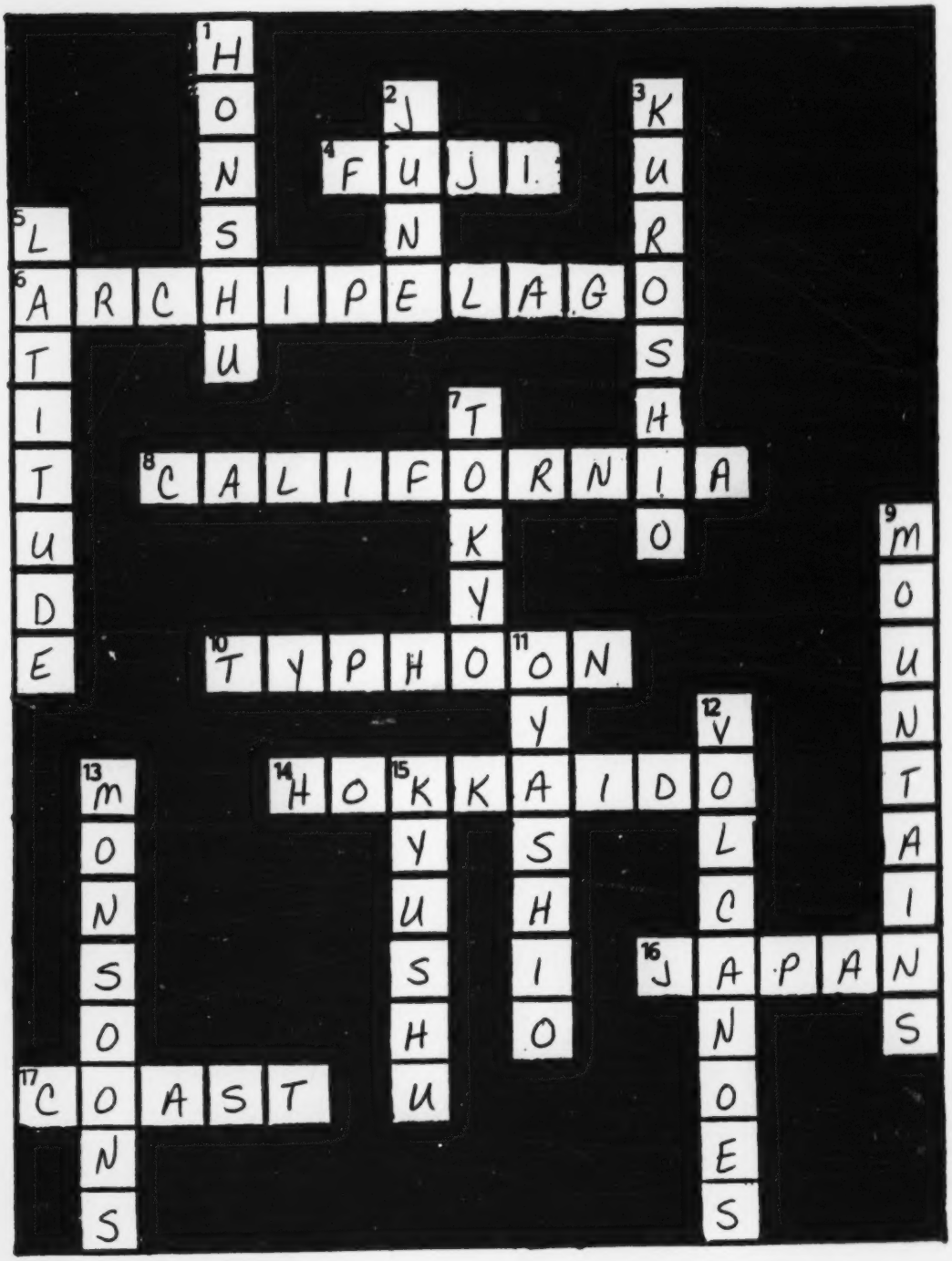
ACROSS

4. Highest mountain in Japan
6. Numerous islands forming a long chain
8. U.S. state nearest size of Japan
10. Fierce winds that cause damage
14. Northern-most island
16. Warm current by Japan
17. Where most Japanese people live

JAPAN AS A WHOLE



JAPAN AS A WHOLE



Activity Thirteen

Title: Map Skill - Scale of Miles

Introduction:

The activity lends itself well to a math unit as well as the social studies unit. Using the ruler is a problem area for many students. This activity will provide practice with the ruler as well as provide practice with the skill of conversion to another system (inches to miles).

Objectives:

1. Students will be able to understand the term "scale of miles" on a map.
2. Students will measure distances with a ruler and transfer to a scale of miles.
3. Students will compare the mileage of Japan to the mileage of South Dakota.

Grade Level: 4-6

Time: 1-2 lessons of 40 minutes (as needed)

Materials:
- One ruler per student
- Map of Japan and South Dakota using the same scale of miles
- Optional materials for measuring

Procedure:

Step 1 - Have students measure their fingers, desk tops, pencils, etc. to the nearest inch.

Step 2 - Ask students to pretend that each inch is now 100 miles. Students should now convert the inches into miles. This introduces the concept of "scale of miles."

Step 3 - Provide students with a map of Japan. Using the ruler, instruct students to measure specific points on the map and convert to miles.

Step 4 - Repeat the process with a map of South Dakota.

Step 5 - Discuss class findings. Students should recognize that Japan is larger than South Dakota, distances across the country and the state have some similarities, distances from north to south are distinctively different, etc.

Follow-up:

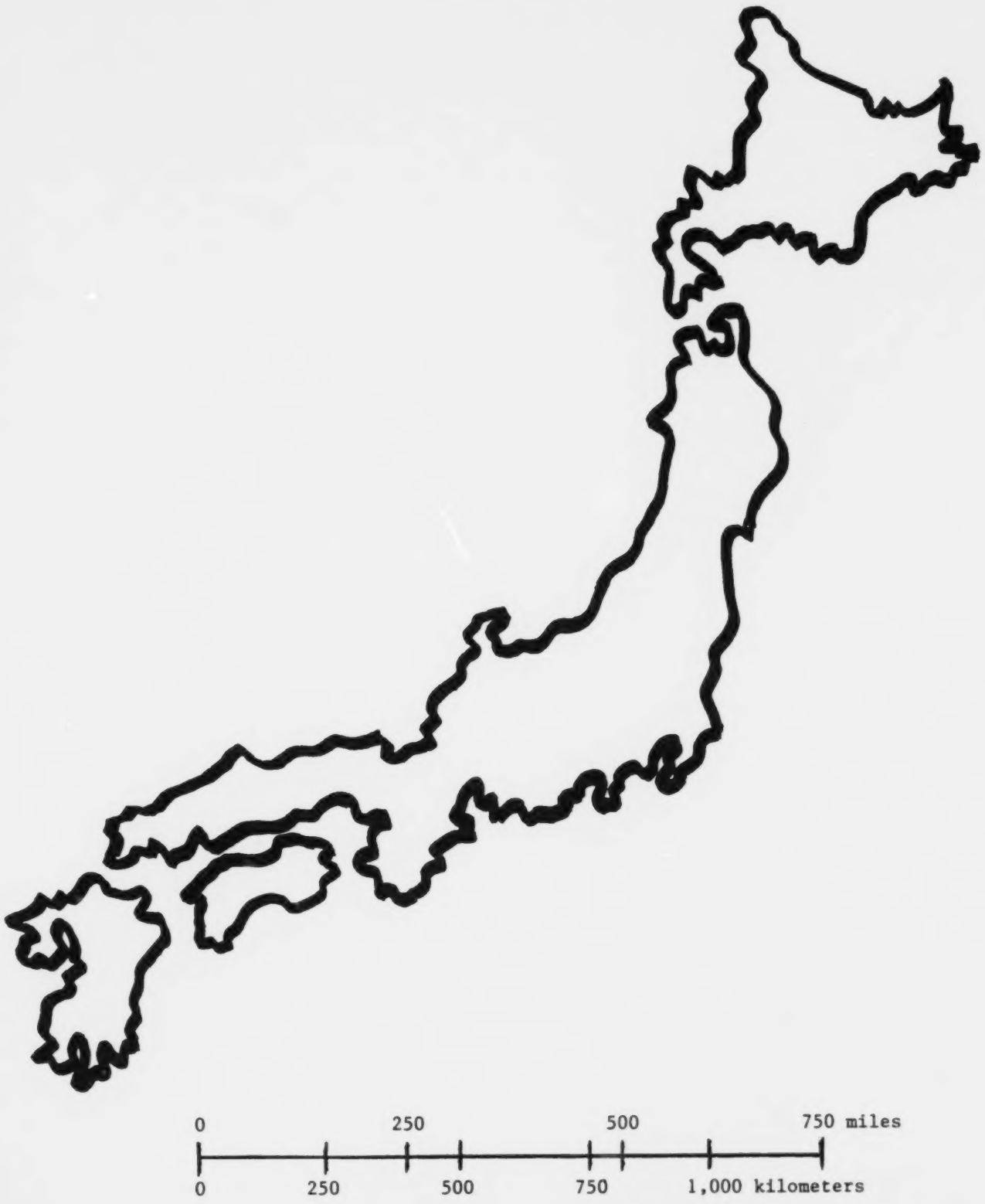
To reinforce the idea that scales need to be the same, provide students with maps of Japan and South Dakota of different scales and ask the students to practice the same activity.

Evaluation:

Students will record their observations between the sets of maps. They will write a set of statements to compare and contrast Japan and South Dakota.

Further Suggestions:

This activity can be used in an art class or with gifted learners. Using graph paper, students could develop a scale of their own and reproduce a picture, map, photo, etc.


0
250
500
750 miles
0
250
500
750
1,000 kilometers

Activity Fourteen

Title: Map Mosaic

Introduction:

Children in the primary grade need to begin to develop an awareness of the world. These students need to begin to appreciate their own homeland as well as countries that are far away. This activity introduces students to Japan as a country as well as Japan's location in relationship to Asia and the rest of the world.

Objectives:

1. Students will be able to identify countries of the world.
2. Students will be able to use a map to find countries of the world.
3. Students will be able to describe physical characteristics of Japan and apply those characteristics to an outline map.

Grade Level: 2-4

Time: 1-2 sessions

Materials:
- Large world map (continents only - if available)
- Individual student maps of Asia
- Individual student maps of Japan - enlarged to appropriate size depending on age of student (2 for each student)
- Construction paper - 2 sheets per student of different colors
- Scissors and glue

Procedure:

Step 1 - Introduce a discussion of how large the world is. Ask students to generate names of countries they may know. Write the list on the chalkboard.

Step 2 - Use the world map to show the students the location of each of the countries they have named. (If no student mentions Japan, introduce this country at this time.)

Step 3 - Provide students with the maps of Asia and ask them to find a group of islands named Japan. (They can color the area or identify the country as desired.)

Step 4 - Provide each student with a map of Japan. Discuss the physical characteristics of the country.
- coastline, four islands, placement of each island

Step 5 - Tell students they are going to create a puzzle to try to trick other students. Ask students to carefully cut out the map of Japan into the 4 islands. Their task is to create 5-6 puzzle pieces. (Note: teachers should use their own discretion regarding the number of pieces students should create.)

Step 6 - Provide each student with another outline map. Students can trade puzzles and put the country back together.

Follow-up:

When students complete this activity, ask them to discuss how they figured out where the pieces fit into the puzzle.

Evaluation:

Each student should be able to put their own puzzle together as well as locate Japan on the Asian map discussed earlier in the lesson.

Further Suggestions:

Teachers can use the outline maps to create an art mosaic of Japan. Using construction paper, make copies of the map. As students create a mosaic, use a contrasting color of paper for background.

Activity Fifteen

Title: Map Making

Introduction:

Students need to develop an awareness of geographical locations. They need to be aware of terms such as continent, country, city, and legend. This activity would be appropriate to introduce these terms as well as teach identification of specific places on the map of Japan. This activity can be adapted to teach other map skills.

Objective:

1. Students will be able to identify the country of Japan and significant points of interest on the map.

Grade Level: 4-6

Time: 1-2 class periods of 45 minutes each

Materials:
- Books/resource materials on Japan
- Outline maps of Japan for each group
- Large section of white paper
- Transparency map of Japan
- Overhead projector
- 3 x 5 notecards for each group

Procedure:

Step 1 - Divide the class into 4-5 groups depending on number of students in the class. Assign each group a task.
- outline the map of Japan
- major cities
- points of interest
- mountains
- major agricultural regions

Step 2 - While one group traces the outline of Japan on the white paper, other groups should use map of Japan and resource materials to locate assigned information.

Step 3 - In turn, each group will place their information onto the large map.

Step 4 - Once the map is completed, each group will use the notecards to create questions about the areas on the map. Students should place answers to their questions on the back of each card. These questions will be used in the evaluation of this activity.

Follow-up:

Throughout the week(s), students can use the map as a learning center. The activities can be teacher directed or students can work in pairs or small groups.

Evaluation:

Use a Jeopardy, 20 Questions, or Around the World format to evaluate student understanding of the geographical information of Japan.

The following sources were used to obtain the facts that are included in this unit.

DeMents, Boyd. 1987 Passport's Japan Almanac. Passport Books. Chicago, Illinois.

The World Book Encyclopedia. 1990 edition.

GOVERNMENT

TO THE TEACHER:

The teaching about the governmental structure of Japan is one that is rather complex to understand. It is our purpose to take the major factors and to condense them into a useable form for your instruction.

BACKGROUND:

The rise of the government of Japan came about as a result of the internal structure of feudalism. This was controlled by a **SHOGUN**, who is very similar to a King in European history. The Shogun had complete control over the operation of the government.

During the rule of the Shogun, Japan became a very strong **FEUDAL** nation (this was the way that England had been in the time of King Arthur) and was behind other nations of the world in the use of technology by several centuries. When **COMMODORE PERRY** from the United States arrived in 1853 with a group of navy battleships, it was the start of the decline of power for the Shogun. The Shoguns had over the years of Japan being in isolation lost the desire to be the active leaders of the country and instead had become weak and not able to make a decision. The arrival of Commodore Perry and his ships contributed a lot to the national demand to restore the rule of the emperor and the greatness of the country of Japan. Commodore Perry's original task was to open Japanese ports to the American ships in the Pacific, specifically the large whaling fleet, so they could take on supplies and have a safe place to sit out the strong Pacific storms.

The one item that impressed the Japanese was not the backwardness of their country but the lack of technology under their control but in the hands of these visitors. The Japanese were impressed with the size and guns of the American battleships. The Japanese called them "Black ships" due to their color and the smoke that came from the smokestacks. They were amazed by the steam-powered vessels that could move up the bay against the wind. They did not have any ships that could do that and were still using wind powered vessels. They soon realized that their own defenses were useless against these "black ships" and that the trading along the coast was helpless against these ships.

In 1854, Commodore Perry and the Japanese government signed several treaties that allowed the country of Japan to be an open port for several western countries. This was due to the impressive show of strength by the American battleships in Yedo (Tokyo) Bay. The long years of seclusion ended. The Shogun signed more treaties with Great Britain, Russia, Holland, and France, treaties that many Japanese considered unfair. They forced the Shogun to resign, and in 1968, Emperor Mutsuhito, later called Meiji, regained the power former emperors had lost to the Tokugawa Shoguns.

EMPEROR MEIJI was returned to power. He made several changes in the structure of the government. He moved the capital to **YEDO (TOKYO)**, and he encouraged the ablest young Japanese to visit the countries of England, Germany, and the United States to "soak up" all the technology that they could and bring it back

to Japan. (Sounds like what has happened recently!) He organized a new form of government, a **CONSTITUTIONAL MONARCHY**, which was established in 1889.

This constitutional monarchy was controlled by the Emperor who had almost absolute powers. The Emperor could delegate some of his power to ministers. The new constitutional monarchy created the **DIET** which is similar to the British parliament. The Diet has two houses of government: the **HOUSE OF REPRESENTATIVES** and **THE HOUSE OF PEERS**. The House of Representatives was elected by the people, and the House of Peers was selected by the House of Representatives.

Following the establishment of the Diet, the government was more and more controlled by the military officers. This control led to the involvement in the armed conflict with the Allies in World War II. It was this war that led to significant changes in the operation of the Japanese government as well as the society. These changes were due to the influence of the American occupation forces and specifically the influence of **GENERAL DOUGLAS MACARTHUR**, who was the commander of the forces in control of Japan.

Major changes were made to the existing **CONSTITUTION**. The changes were to:

A. Clearly explain the duties of the Emperor.
B. Establish a governmental system like the British parliament.
C. Develop a Bill of Rights that spells out the rights of the Japanese citizens.

TERMS

DIET: The legislative body of Japan, similar to our Congress.

HOUSE OF COUNCILLOR: The upper house of the Diet, similar to our Senate.

HOUSE OF REPRESENTATIVES: The lower house of the Diet, similar to our House of Representatives.

PRIME MINISTER: Selected from the House of Councillor, this position is similar to the President.

EMPEROR: The historical leader of the Japanese people, has the same position as the Queen of England.

GOVERNMENT: The people who make the laws and run the country.

CONSTITUTION: A document that tells how the country will be run.

PREFECTURES: Similar to a state in the United States. There are 47 of them in Japan.

SOME ADDITIONAL FACTS ON THE GOVERNMENT OF JAPAN

CONSTITUTION:

- Establishes three branches of government: Executive, Legislative, and Judicial.
- Contains an extensive Bill of Rights to protect the rights of citizens.
- Creates a Constitutional Monarchy form of government.

EXECUTIVE:

- Under a parliamentary system of government, the executive and legislative branches are not separate.
- The Prime Minister is selected from the membership of the Diet.
- The Cabinet obtains at least half of its members from the Diet. The others can be selected by the Prime Minister.
- If the House of Representatives votes to not support the Prime Minister, then the Prime Minister and the Cabinet resign and a new election for Prime Minister takes place. Once the new Prime Minister is selected, he will then choose a new Cabinet.

LEGISLATIVE:

- It is the part of the government that makes the laws.
- It has two parts: the House of Representatives and the House of Councillors.
- Members of the House of Representatives are elected to a four year term.
- Members of the House of Councillors are elected to a six year term with 1/2 of them up for re-election every three years.
- Both houses have standing committees to handle legislative business.

JUDICIARY:

- The highest court is the Supreme Court.
- The Supreme Court has 15 members and is headed by the Chief Justice.
- The Chief Justice is appointed by the Emperor from a group of candidates selected by the Cabinet.
- Judges in the lower courts are appointed by the Cabinet from a list of individuals nominated by the Supreme Court.
- Supreme Court judges are re-elected at the next general election and then every 10 years.
- Lower court judges are appointed to a 10-year term with possible reappointment.

Activity One

Title: Comparison of the United States Government to the Government of Japan

Introduction:

The governments of the United States and Japan have a lot of similarities but they also have some unique differences in their structure. Please refer to the background material for information on how these two governments are the same and how they differ.

Objective:

1. To illustrate how the governments of the United States and Japan compare in their various features as well as how they differ in their organization.

Grade Level: Upper elementary

Time: Will vary depending on the technique that the teacher utilizes. Average is about 20 minutes.

Materials:
- Overhead projector
- Transparency of the chart found in activity one
- Strips of paper to cover the different sections of the transparency

Procedure:

Step 1 - Use the transparency and the strips of paper to cover the side with the information on Japan.

Step 2 - Project the transparency on the screen and discuss the information about the structure of the government of the United States with the students.

Step 3 - Then using the same strips of paper cover up the information regarding the United States government and discuss the information on the structure of the Japanese government.

Step 4 - Once this is done, remove the strips of paper and project all the material and have the students discuss the items that are similar and those that are different between the two governments.

Activity One

COMPARISON OF UNITED STATES GOVERNMENT TO JAPANESE GOVERNMENT

UNITED STATES	JAPAN
LEGISLATIVE BODY	
CONGRESS	DIET
PARTS OF LEGISLATIVE BODY	
HOUSE OF REPRESENTATIVES (435 members) SENATE (100 members)	HOUSE OF REPRESENTATIVES (511 members) HOUSE OF COUNCILLOR (252 members)
HEAD OF THE GOVERNMENT	
PRESIDENT	PRIME MINISTER
REGIONS OF THE NATION	
STATES (50)	PREFECTURES (47)
TYPE OF GOVERNMENT	
CONSTITUTIONAL DEMOCRACY	CONSTITUTIONAL MONARCHY
CHIEF OF STATE	
DUTIES DONE BY THE PRESIDENT	EMPEROR
JUDICIAL BRANCH	
SUPREME COURT (9 Judges)	SUPREME COURT (15 Judges)
AGE TO VOTE	
18 YEARS OLD	20 YEARS OLD
CAPITOL	
WASHINGTON, D.C.	TOKYO

Activity Two

Title: Terms Associated With the Unit on the Government of Japan

Introduction:

As you discuss the information with the students there will be several terms that need to have further explanation and practice so that they will become part of the vocabulary of the students. This activity will allow the student to apply the terms from a word bank to complete sentences that will provide reinforcement of the terms used in this unit.

Objective:

1. To further understand the meaning and use of the terms of the various factors of the Japanese government to a learning situation where the students will have to apply the terms correctly.

Grade Level: Upper elementary

Time: The amount of time needed will be determined by the instructional method used by the teacher. This activity could be completed in various ways: a worksheet (not the best way), as a cooperative group learning activity, or as a class project based on the discussion of the questions and the correct terms to complete the sentence.

Materials: To be determined by the instructional method used:

- Worksheet:
  - A copy of the material for each student
- Cooperative Group Activity:
  - A copy for each member of the group
  - An overhead projector and transparency pen
  - A transparency of the material so that the responses can be recorded by the instructor
- Class Activity:
  - Copy of the activity for all students
  - A transparency of the information and overhead projector with transparency pen to list the answers

Procedure: Based on the instructional method used:

WORKSHEET: Just hand it out and have the students complete the material and either return it at a later date or in a specific length of time. At that time, the class could become involved in discussion of the information that the students were able to complete on the material.

COOPERATIVE GROUP ACTIVITY:

Step 1 - Divide the classroom into groups using a cooperative group model of your choice.

Step 2 - Once the groups are established, hand out copies of the information. Determine who the recorder and noise maker will be for each group.

Step 3 - The groups are then to work together to find the correct response to complete the sentence.

Step 4 - Once they are completed, the information could be gathered from the noise maker from each group and transferred to the transparency for all the students to see the correct responses.

Step 5 - The students should then have the correct information on the sheets that they have at their desks.

CLASS ACTIVITY:

Step 1 - Hand out a copy of material to all the students.

Step 2 - Have them work through the material of their own.

Step 3 - Then go around the room and call on students to share their responses to the questions.

Step 4 - These would then be recorded on the transparency by the teacher or a student to be projected for all to see and make sure that they have the correct response.

Activity Two

GOVERNMENT OF JAPAN

People who make the laws and run the country are called the _____. Before World War II the absolute power of running the Japanese government rested in the hand of the _____, who was traditionally thought of as a God.

After World War II, a new _____ was adopted, giving Japan a democratic form of government. A constitution is a system of laws and principles for all people of a nation to follow, and a democratic form of government is one that is run by the people not just one ruler.

Japan is governed by the _____, an elected legislature with a _____ and a _____. All men and women more than 20 years of age can vote. The chief executive of the nation is the _____, who is elected by the Diet.

Like the national government, the local government is also democratic. Each of the 47 _____ (similar to a state) has an elected governor and legislature.

Word list:

prefectures	government	Prime Minister
House of Councillors	House of Representatives	Diet
Constitution	Emperor	

Activity Three

Title: The National Flags and Anthems of Japan and The United States

Introduction:

The use of flags and anthems by nations in the world has been a part of world history since the beginning of time. The flags and anthems provided the citizens with a means of identification as well as a source of national pride. An example of this is when the United States' National anthem is played at the Olympics when one of our athletes wins a gold medal, you get a tickle through your body as the song is played.

Each country has a different flag and anthem with unique meanings to that country and its people.

Objectives: As a result of this lesson the students will:

1. Demonstrate an awareness of the uniqueness of the national flags and anthems of Japan and the United States.
2. Model the historical development of the two nations national flag.
3. Analyze and explain the use of the flags and anthems in the different countries.

Grade Level: Upper elementary (4-6)

Time: Varies based on the make-up of the classroom and the amount of time, you the teacher wishes to dedicate to this activity.

Materials:

- Arrangements will need to be made with the media center to either reserve or to have the information on Japan and the United Stated moved to your room. It is suggested that the materials be placed on reserve so the students will have access to them through the media center. This will also enable the students to go to the media center and to become familiar with its operation and location.
- Materials will need to be in the room for the students to complete the task. Some useful items that should be in the room include: colored pencils, tag board or butcher paper, glue, construction paper, and magic markers.
- A specific area should be set aside so that when the students are making the charts and flags it will not interfere with the other activities being conducted in your room.

Procedure:

Step 1 - Share with the students the use of the American flag and that it is required to be in all classrooms in a school. Call their attention to the flag and its parts, the stars, red and white stripes, and the blue background where the stars are located.

Step 2 - Ask students if they know what the colors on the flag represent, the meaning of the stars, the reason for the blue background, and the other parts of the flag.

Step 3 - Statement of the problem: What are the symbolic meanings of the national flag and anthems of Japan and the United States?

Step 4 - Explain to the students that they will be involved in an activity where they will be divided into two groups to research the meanings of the flags and the anthems of Japan and the United States. To do this they will need to look in various books, magazines, and encyclopedia to find this information. They may even have to talk to the music teacher about the different things regarding the anthems.

Step 5 - They will then have to gather data on their topic and prepare a report for the class based on their discussions, research, and observations.

Step 6 - The different groups will report on the information that they found to the class and the class will then have to, in their own words, describe the similarities and the differences between the two flags and anthems.

Activity Four

Title: The Similarities and Differences Between the Roles of the Emperor of Japan and the President of the United States

Introduction:

The governments of Japan and the United States each have an executive branch of government. The structure of the Japanese government was greatly influenced by Western civilizations, specifically that of the United States, in its early as well as post World War II eras.

Objectives:

1. The students will be able to examine the roles of the Emperor of Japan and the President of the United States in the function of the government.
2. The students will be able to compare and contrast the various roles held by the Emperor and the President of the United States.
3. The students will be able to demonstrate an understanding of the various functions of the Emperor of Japan and the President of the United States in the functions of the government.

Grade Level: Upper elementary (4-6)

Time: Will vary based on the methods that you the teacher decide to allot to this activity.

Materials:

- Arrangements should be made to have material from the media center to be placed on reserve or to have the material moved to your room that deals with Japan. It is suggested that the material be placed on reserve in the media center. This will allow the students the chance to learn about the structure and organization of the media center. This will be of benefit for them in the research of future topics.
- Other materials that could be necessary would include: tag board or butcher paper, construction paper, colored pencils, glue, and rulers and compasses.

Procedure:

Step 1 - Ask the students if they know who the President of the United States is? This will generate several answers, some of which will not be expected. Then ask them if they know who the Emperor of Japan is? Since we are studying Japan we will need to understand the duties of the government members, one of which is the Emperor of Japan.

Step 2 - What does the President of the United States do in the operation of the government? How do these tasks (duties) compare to those done by the Emperor of Japan in the operation of the government.

Step 3 - Statement of the problem: What is the role and duties of the Emperor of Japan in the government and how do they compare to those of the President of the United States?

Step 4 - Explain to the students that they will be involved in an activity where they will be divided into two groups to research the roles and duties for the Emperor of Japan and the President of the United States. To do this they will need to look in various books, magazines, and encyclopedia to find this information.

Step 5 - They will then have to gather data on their topic and prepare a report for the class based on their discussions, research, and observations.

Step 6 - The different groups will report on the information that they found to the class and the class will then have to, in their own words, describe the similarities and the differences between the duties and roles of the Emperor of Japan and the President of the United States.

POSSIBLE TOPICS USING THE INQUIRY METHOD OF TEACHING

Compare the Japanese system to the U.S.A. equivalent.

Government	A. Federal B. Regional C. Local
Education	A. Pre School B. Elementary School C. Secondary School D. Post Secondary E. Teacher Training
Health Care	A. Local B. Regional C. Federal
Transportation	A. Land 1. surface 2. underground B. Air C. Water

Activity Five

Title: Comparison of Governments: Japan to United States

Introduction:

An effective way to learn about the government of a country is to compare it with the government of the United States. Students not only learn the structure of the foreign government but by making a comparison with the United States government their knowledge of their own government is reinforced and clarified.

Educational research has shown that active learning (where students are involved in the process) is more effective than passive learning (the lecture method with students taking notes is an example). These learning units use an Inquiry Model, an active learning process, as defined by Ryan and Ellis.

Inquiry Model:

1. State the problem or question to be investigated.
2. Select appropriate data sources.
3. Gather data.
4. Process data.
5. Make inferences about the data.

Objectives:

1. Students will learn through application the steps of the Inquiry Model.
2. Students will learn about the structure of the governments of Japan, the United States, and any other country that may be included.
3. Students will learn to find sources of information and how to request information.
4. Students will learn how to gather information.
5. Students will learn to classify and process the data into a meaningful form.
6. Students will make comparisons and draw conclusions from the data collected.
7. Students will summarize the data for presentations and publication.

Grade Level: Fourth grade and older

Materials:
- Map and poster making materials
- Any available sources of information
- Overheads, copiers, etc.

Procedure:

Step 1 - Guide the class through the process of stating the question or problem to be investigated in the words of the students.

Example: Compare the structure and type of federal, state, and local governments found in the United States and Japan today. This may include several other time periods: 1915, 1858, 1935, 1650.

Brainstorming can be used to find out what students already know about Japan, including knowledge about geographic location, size, population, government, and products exported to the United States.

Step 2 - Identify the tasks and divide them among groups to look for data concerning any aspect of federal, state, and local government.

Search for and gather data from these sources:

- Japanese Consulate
- Maps
- Textbooks
- Periodicals and other publications
- Interview
- Library, school, town, college, other
- ERIC
- Videos
- Constitutions of Japan and the United States

Small groups can be formed and assigned various resources to research.

Step 3 - Divide the data gathered into groups.

1. United States
   - A. Federal
     - a. Executive
     - b. Legislative
     - c. Judicial
   - B. State
     - a. Executive
     - b. Legislative
     - c. Judicial
   - C. Local
     - a. Executive
     - b. Legislative
     - c. Judicial

2. Japan
   - A. Federal
     - a. Executive
     - b. Legislative
     - c. Judicial
   - B. State or equivalent
     - a. Executive
     - b. Legislative
     - c. Judicial
   - C. Local
     - a. Executive
     - b. Legislative
     - c. Judicial

This can be a project including the whole class as a group. Review the data and have the class determine which of these classifications it fits.

Step 4 - Process the data.

1. Make political maps of the United States and Japan.
2. Construct charts comparing the governments of Japan and the United States.
3. Outline constitutional rights.
4. Identify countries in relation to the world.

Divide the class into small groups.

1. By student choice
   a. By topic
   b. By who other members are
2. By teacher assignment
   a. Random selection
   b. Based on talent: artistic, reading, speaking, etc.
   c. Other considerations

The groups review data and make charts, maps, summary statements, and/or written and oral reports to the large group.

Step 5 - Small groups report to whole group. The whole group answers questions and makes inferences.

- How are the governments similar?
- How are the governments different?
- How did each evolve?
- Why does each have the form of government they have now?

Follow-up:

The posters, maps, reports, and charts can be posted in various places in the room and referred to for various other lessons. They can also be displayed in other rooms or used as materials for future classes.

Evaluation:

The end products of individual, small group, and group projects can be observed and graded if desired. Individuals can be monitored during their individual, small group, and large group projects to determine if they are contributing to the end products.

Activity Six

Title: Comparison of Federal Governments: Japan to United States

Introduction:

An effective way to learn about the government of a country is to compare it with the government of the United States. Students not only learn the structure of the foreign government but by making a comparison with the United States government their knowledge of their own government is reinforced and clarified.

Educational research has shown that active learning (where students are involved in the process) is more effective than passive learning (the lecture method with students taking notes is an example). These learning units use an Inquiry Model, an active learning process, as defined by Ryan and Ellis.

Inquiry Model:

1. State the problem or question to be investigated.
2. Select appropriate data sources.
3. Gather data.
4. Process data.
5. Make inferences about the data.

Objectives:

1. Students will learn through application the steps of the Inquiry Model.
2. Students will learn about the structure of the governments of Japan, the United States, and any other country that may be included.
3. Students will learn to find sources of information and how to request information.
4. Students will learn how to gather information.
5. Students will learn to classify and process the data into a meaningful form.
6. Students will make comparisons and draw conclusions from the data collected.
7. Students will summarize the data for presentations and publication.

Grade Level: Fourth grade and older

Materials:
- Map and poster making materials
- Any available sources of information
- Overheads, copiers, etc.
- Word processor and graphics programs

Procedure:

Step 1 - Guide the class through the process of stating the question or problem to be investigated in the words of the students.

Example: Compare the structure and type of federal governments found in the United States and Japan today.

Brainstorming can be used to find out what students already know about Japan, including knowledge about geographic location, size, population, government, and products exported to the United States.

Step 2 - Identify the tasks and divide them among groups to look for data concerning any aspect of the federal governments of the United States and Japan.

Search for and gather data from these sources:

- Japanese Consulate
- Maps
- Textbooks
- Periodicals and other publications
- Interview
- Library, school, town, college, other
- ERIC
- Videos
- Constitutions of Japan and the United States

Small groups can be formed and assigned various resources to research.

Step 3 - Divide the data gathered into groups.

1. United States
   A. Federal
      a. Executive
      b. Legislative
      c. Judicial

2. Japan
   A. Federal
      a. Executive
      b. Legislative
      c. Judicial

This can be a project including the whole class as a group. Review the data and have the class determine which of these classifications it fits.

Step 4 - Process the data.

1. Make political maps of the United States and Japan.
2. Construct charts comparing the governments of Japan and the United States.
3. Outline constitutional rights.
4. Identify countries in relation to the world.

Divide the class into small groups.

1. By student choice
   a. By topic
   b. By who other members are

2. By teacher assignment
   a. Random selection
   b. Based on talent: artistic, reading, speaking, etc.
   c. Other considerations

The groups review data and make charts, maps, summary statements, and/or written and oral reports to the large group.

Step 5 - Small groups report to whole group. The whole group answers questions and makes inferences.

- How are the governments similar?
- How are the governments different?
- How did each evolve?
- Why does each have the form of government they have now?

Follow-up:

The posters, maps, reports, and charts can be posted in various places in the room and referred to for various other lessons. They can also be displayed in other rooms or used as materials for future classes.

Evaluation:

The end products of individual, small group, and group projects can be observed and graded if desired. Individuals can be monitored during their individual, small group, and large group projects to determine if they are contributing to the end products.

Activity Seven

Title: Comparison of State Governments: Japan to United States

Introduction:

An effective way to learn about the government of a country is to compare it with the government of the United States. Students not only learn the structure of the foreign government but by making a comparison with the United States government their knowledge of their own government is reinforced and clarified.

Educational research has shown that active learning (where students are involved in the process) is more effective than passive learning (the lecture method with students taking notes is an example). These learning units use an Inquiry Model, an active learning process, as defined by Ryan and Ellis.

Inquiry Model:

1. State the problem or question to be investigated.
2. Select appropriate data sources.
3. Gather data.
4. Process data.
5. Make inferences about the data.

Objectives:

1. Students will learn through application the steps of the Inquiry Model.
2. Students will learn about the structure of the governments of Japan, the United States, and any other country that may be included.
3. Students will learn to find sources of information and how to request information.
4. Students will learn how to gather information.
5. Students will learn to classify and process the data into a meaningful form.
6. Students will make comparisons and draw conclusions from the data collected.
7. Students will summarize the data for presentations and publication.

Grade Level: Fourth grade and older

Materials:
- Map and poster making materials
- Any available sources of information
- Overheads, copiers, etc.

Procedure:

Step 1 - Guide the class through the process of stating the question or problem to be investigated in the words of the students.

Example: Compare the structure and type of state governments found in the United States and Japan today.

Brainstorming can be used to find out what students already know about Japan, including knowledge about geographic location, size, population, government, and products exported to the United States.

Step 2 - Identify the tasks and divide them among groups to look for data concerning any aspect of federal, state, and local government.

Search for and gather data from these sources:

- Japanese Consulate
- Maps
- Textbooks
- Periodicals and other publications
- Interview
- Library, school, town, college, other
- ERIC
- Videos
- Constitutions of Japan and the United States

Small groups can be formed and assigned various resources to research.

Step 3 - Divide the data gathered into groups.

1. United States
   A. State
      a. Executive
      b. Legislative
      c. Judicial

2. Japan
   A. State or equivalent
      a. Executive
      b. Legislative
      c. Judicial

This can be a project including the whole class as a group. Review the data and have the class determine which of these classifications it fits.

Step 4 - Process the data.

1. Make political maps of the United States and Japan.
2. Construct charts comparing the governments of Japan and the United States.
3. Outline constitutional foundation of State Government.
4. Identify rank of education in relation to the world.

Divide the class into small groups.

1. By student choice
   a. By topic
   b. By who other members are
2. By teacher assignment
   a. Random selection
   b. Based on talent: artistic, reading, speaking, etc.
   c. Other considerations

The groups review data and make charts, maps, summary statements, and/or written and oral reports to the large group.

Step 5 - Small groups report to whole group. The whole group answers questions and makes inferences.

- How are the governments similar?
- How are the governments different?
- How did each evolve?
- Why does each have the form of government they have now?

Follow-up:

The posters, maps, reports, and charts can be posted in various places in the room and referred to for various other lessons. They can also be displayed in other rooms or used as materials for future classes.

Evaluation:

The end products of individual, small group, and group projects can be observed and graded if desired. Individuals can be monitored during their individual, small group, and large group projects to determine if they are contributing to the end products.

Activity Eight

Title: Comparison of Education Systems: Japan to United States

Introduction:

An effective way to learn about the education system of another country is to compare it with the education system of the United States. Students not only learn the structure of foreign education but by making a comparison with the United States education their knowledge of their own educational system is reinforced and clarified.

Educational research has shown that active learning (where students are involved in the process) is more effective than passive learning (the lecture method with students taking notes is an example). These learning units use an Inquiry Model, an active learning process, as defined by Ryan and Ellis.

Inquiry Model:

1. State the problem or question to be investigated.
2. Select appropriate data sources.
3. Gather data.
4. Process data.
5. Make inferences about the data.

Objectives:

1. Students will learn through application the steps of the Inquiry Model.
2. Students will learn about the structure of the educational systems of Japan, the United States, and any other country that may be included.
3. Students will learn to find sources of information and how to request information.
4. Students will learn how to gather information.
5. Students will learn to classify and process the data into a meaningful form.
6. Students will make comparisons and draw conclusions from the data collected.
7. Students will summarize the data for presentations and publication.

Grade Level: Fourth grade and older

Materials:
- Poster making materials
- Any available sources of information
- Overheads, copiers, etc.

Procedure:

Step 1 - Guide the class through the process of stating the question or problem to be investigated in the words of the students.

Example: Compare the structure of the educational systems found in the United States and Japan today.

Brainstorming can be used to find out what students already know about Japan and Japanese schools.

Step 2 - Identify the tasks and divide them among groups to look for data concerning any aspect of the educational program.

Search for and gather data from these sources:

- Japanese Embassy
- Maps
- Textbooks
- Periodicals and other publications
- Interview
- Library, school, town, college, other
- ERIC
- Videos
- Constitutions of Japan and the United States

Small groups can be formed and assigned various resources to research.

Step 3 - Divide the data gathered into groups.

1. United States
   A. Pre School
   B. Elementary
   C. Secondary
   D. Post Secondary
2. Japan
   A. Pre School
   B. Elementary
   C. Secondary
   D. Post Secondary

This can be a project including the whole class as a group. Review the data and have the class determine which of these classifications it fits.

Step 4 - Process the data.

1. Make political maps.
2. Construct charts comparing educational systems of Japan and the United States.
3. Outline constitutional foundations.

Divide the class into small groups.

1. By student choice
   a. By topic
   b. By who other members are
2. By teacher assignment
   a. Random selection
   b. Based on talent: artistic, reading, speaking, etc.
   c. Other considerations

The groups review data and make charts, maps, summary statements, and/or written and oral reports to the large group.

Step 5 - Small groups report to whole group. The whole group answers questions and makes inferences.

- How are the educational systems similar?
- How are the educational systems different?
- How did each evolve?
- Why does each have the educational systems they have now?

Follow-up:

The posters, maps, reports, and charts can be posted in various places in the room and referred to for various other lessons. They can also be displayed in other rooms or used as materials for future classes.

Evaluation:

The end products of individual, small group, and group projects can be observed and graded if desired. Individuals can be monitored during their individual, small group, and large group projects to determine if they are contributing to the end products.

The class may make a video presentation of the final report.

Activity Nine

Title: Comparison of Municipal and State Governments: Japan to United States

Introduction:
Compare Japanese and the United States municipal and state governments.

Objective:
1. To understand differences and similarities in local governments in both nations.

Grade Level: 6

Time: 30 minutes

Material: - Encyclopedia Britanica

Procedure:
Step 1 - Define what a Japanese prefecture is. ***(Prefecture - Japan is divided into 47 areas (states) who have individual elected leaders called governors.)***

Step 2 - Who is the leader of a prefecture? A state?

Step 3 - Who is the leader of a city, town, or village? ***(Cities, towns, and villages have elected leaders called mayors.)***

Step 4 - In Japan the prefectures provide for high schools, and the local municipals provide for the elementary and junior high schools. Is this true in the United States?

Follow-up:
Tell about Japanese taxes. ***(Cities or local governments only generate one third of their money through local taxes. This is much higher in United States cities--sometimes up to 90%.)***

Evaluation:
Define prefecture, municipal, and governor.

Activity Ten

Title: Comparison of Judicial Appointments: Japan to United States

Introduction:

Compare the method of appointing Supreme Court Justices in Japan to the method used in the United States.

Objective:

1. To understand that even though both countries are governed by democracies there are differences in how government officials are placed in office.

Grade Level: 6

Time: 30 minutes

Material: - Encyclopedia Britanica

Procedure:

Step 1 - Define the word Diet as it pertains to Japanese government. ***(Diet - elected legislature with a House of Representatives and a House of Councillors.)***

Step 2 - Tell how old Japanese people must be to vote. ***(Must be 20 years old to vote.)***

Step 3 - Tell who the Chief executive is, and how he is elected. ***(Chief Executive is the Prime Minister and he is elected by the Diet.)***

Step 4 - Tell how the Japanese Supreme Court Justices are elected. ***(Justices to the Supreme Court are appointed by the Cabinet and approved by the voters.)***

Follow-up:

Do voters in the United States get any final "say so" in the approval of Supreme Court Justices?

Evaluation:

Does the White House Cabinet have anything to do with the Supreme Court Justice appointments? Do the Japanese Cabinet leaders help appoint Supreme Court Justices?

Activity Eleven

Title: Comparison of Fire Protection: Japan to United States

Introduction:
Compare our local fire control systems to Japan's.

Objective:
1. To understand that there are differences in governmental services in Japan compared to the United States.

Grade Level: 6

Time: 30 minutes

Material: - Encyclopedia Britanica

Procedure:
Step 1 - Is there a fire protection system in your town? Who pays for it?

Step 2 - What happens if a fire is out in the country? Who pays for it?

Step 3 - How many fire protection systems do you think there are in South Dakota?

Step 4 - How many are there in the entire country of Japan? ***(Japan has 43 regional and 3 city fire departments, all under National Supervision. There are approximately 35,000 paid fire fighters.)***

Follow-up:
How many fire departments do you think there are in the United States?
(United States has approximately 25,000 fire departments under local supervision. There are approximately 250,000 full-time professional fire fighters.)

Evaluation:
Know who controls the fire department in your area and compare that to Japan.

Activity Twelve

Title: Comparison of Police Services: Japan to United States

Introduction:
Compare the police force organization of Japan to the police force organization of the United States.

Objective:
1. To understand that there are many levels of police protection in the United States that might not be available if you were to travel to Japan.

Grade Level: 6

Time: 30 minutes

Material: - Encyclopedia Britanica

Procedure:
Step 1 - Name the different types of police forces in the United States. ***(University Police, City Police, County Sheriff, State Troopers, FBI, Immigration Authorities, Narcotics Officers, and Secret Service)***

Step 2 - Are all of these officers paid by the same level of government?

Step 3 - Who is in charge of Japan's police force? ***(Japan's police force is all placed under the National Police Agency. The National Police Agency is responsible for directing all police activities through out each prefecture and city. The chairman of the National Police Agency is directly responsible to the Prime Minister.)***

Follow-up:
Who is the highest ranking police official in the United States? ***(U.S. Attorney General)***

SELECTED RESOURCES FOR INSTRUCTION ON THE GOVERNMENT OF JAPAN

CONSULATE GENERAL OF JAPAN
2519 Commerce Tower
911 Main Street
Kansas City, Missouri 64105-2076
(816) 471-0111

This office has various materials on the instruction of Japan. They are not just limited to those related to the government structure. Some of the specific materials that would be of benefit for the instruction of the government section would be:

MATERIAL	TITLE	LENGTH	YEAR OF PRODUCTION
VIDEO TAPE	JAPAN-AN OVERVIEW	30 MINUTES	1981
VIDEO TAPE	THE NEW EMPEROR OF JAPAN	20 MINUTES	1989
VIDEO TAPE	RUNNING AND RUNNING FOR MAYOR	30 MINUTES	1987
PAMPHLET	WHAT I WANT TO KNOW ABOUT JAPAN	80 PAGES	1988
PAMPHLET	AN INTRODUCTION TO JAPANESE HISTORY	52 PAGES	1974
BOOKLET	POLITICS IN MODERN JAPAN	126 PAGES	1982
MAGAZINE	JAPAN PICTORIAL, A QUARTERLY MAGAZINE	VARIES	1991
PAMPHLET	FACTS ABOUT JAPAN: - CONSTITUTION - GOVERNMENT - NATIONAL FLAG AN ANTHEM - SOCIAL SECURITY - IMPERIAL FAMILY	VARIES	1981

OTHER SOURCES:

THE CONSTITUTION IN OTHER LANDS, from the Constitutional Rights Foundation, Los Angeles, California, 1987.

GUIDE TO RECOMMENDED CURRICULUM AND AUDIO-VISUAL MATERIALS FOR TEACHING ABOUT JAPAN, Linda S. Wojtan author, available from Midwest program for Teaching about Japan from the Indiana University, 2805 East 10th Street, Suite 120, Bloomington, IN 47405.

JAPAN, Rita Geiger and other authors, available from Oklahoma State Department of Education, Oklahoma City, Oklahoma, published in 1983.

CULTURE

JAPANESE CULTURE

Teaching and learning about the Japanese culture facilitates knowledge about its uniqueness. Japan has maintained much of its cultural traditions but as part of a global society it has been influenced by other worldwide cultures. Therefore, the study of the country's culture and traditions can be useful and interesting to students.

The study of Japan allows students to develop an understanding of people from a different country. It promotes awareness that we are all members of a global culture. The ease of modern travel will ensure that tomorrows students will live in an ever increasing global community. The promotion of insights and broadened perspectives will enable students to assume their responsibilities for national citizenship.

The following section on culture will include a brief introduction and activities in the areas of: houses and family life, gardens, food, festivals, children's literature, art, music, and games. There will be a culminating activity that will allow students to synthesize what they have learned.

Activity One

Title: Constructing a Traditional Japanese House

Introduction:

Japanese houses are constructed with wood, most of which is imported. The furniture includes pillows, mats, and low tables for meals. Houses contain Shōji doors and Fusuma partitions which are made of translucent paper and wood for absorbing moisture and allowing light through. A typical house is 2-5 rooms with long outside corridors. Most of the family activity occurs in the main front room.

Objectives:

1. The students will understand why the traditional Japanese houses were constructed with a modular format.
2. The students will be able to identify different parts of the furnishings.

Grade Level: Grade 3 and up

Time: Several class periods

Materials:
- Shoe boxes
- Glue
- Construction paper
- Colors or paint

Procedure:

Step 1 - Divide the class into groups of three by counting off.

Step 2 - Each group will research the background of the Japanese houses.

Step 3 - Each group will decide whether to concentrate on one room or the entire house. (The teacher could also assign each group a room to concentrate on.)

Step 4 - Each group decides on a pre-plan for the project which should be shown to the teacher before going on.

Step 5 - The group decides on accessories needed to complete the decor and walls authentically.

Step 6 - Assemble the house.

Follow-up:

Display the works at an art fair or open house. Have the class write a brief paper about Japanese life styles.

Evaluation:

The group will write a brief paper discussing what went into planning the project. Each group will then present their project orally in class and discuss the differences in housing styles between Japan and the United States.

Activity Two

Title: Compare and Contrast Traditional and Modern Japanese Houses

Introduction:

Japanese houses were once constructed to accommodate the extended family way of life. Throughout history the younger generations have cared for their elders. With modernization women have free time to work outside the home and are unable to continue caring for the elders. Because of this strong family and societal values the houses were constructed as modules. This stressed the idea that each family is a self-contained unit which doesn't admit outsiders. The fences constructed around each home stress the concept of keeping people out.

Objectives:

1. The student will be able to differentiate between a traditional and modern Japanese house.
2. The student will know why houses have changed styles.
3. The student will know Japanese terms for various objects in the house.

Grade Level: 4-8

Time: One class period and an overnight assignment

Materials:
- Pictures or slides of traditional and modern Japanese houses
- Cut a piece of cardboard to 3x5 feet. This demonstrates the size of the tatami mats.

Procedure:

Step 1 - Discuss and look at traditional and modern houses. This includes their furnishings.

Step 2 - Discuss how to compare and contrast objects.
a) Comparison means to tell the similarities/likes.
b) Contrasting means to tell the differences.

Step 3 - Have students make a list of comparisons and contrasts in traditional and modern houses.

Step 4 - Read the papers in class.

Follow-up:

1. Use words for spelling which are different parts of the houses.

2. Draw pictures of what a room would look like at dinner time.

3. Do a work sheet converting the room sizes into tatami terms math.

4. Show your house floor plan in tatami terms.

5. Put all activities in a Japanese packet for each student.

Evaluation:

How effectively the student compared and contrasted houses. Also, the grammatical correctness and completion of the paper.

Activity Three

Title: Parts of a Japanese House Crossword Puzzle

Introduction:

Japanese houses have traditionally been built as modules of 2-5 rooms surrounded by long corridors. The main front room is where the family has meals, sleeps, and spends evenings watching television or reading. With modernization many young Japanese people are moving into apartments because they are unable to afford homes.

Many of the ways traditionally followed by the Japanese family have given way to new family lifestyles. These include ways of cooking, bathing, eating, and heating the homes. However, many things remain unchanged including: sleeping arrangements, floor coverings, and building homes as modules.

Objectives:

1. The students will become more familiar with seventeen Japanese words and their meanings.
2. The students will be able to say and write these words.

Grade Level: 4-8

Time: One class period plus research time

Material: - Copies of the crossword puzzle

Procedure:

Step 1 - Discuss how the Japanese family lives.

Step 2 - Include in the discussion rural and city settings with traditional and modern housing units.

Step 3 - Have the students do independent research on the subject of housing and lifestyles.

Step 4 - Hand out the crossword puzzles.

Step 5 - Go through the list of words and their meanings so the students hear how to pronounce each word.

Step 6 - Clear up any problems students may have understanding how to pronounce each word.

Follow-up:

Use the words and definitions for the weekly spelling list. Words can be added and dropped depending on the grade level and competence level.

Evaluation:

Ability to complete the puzzle and use the words in class discussions.

LIST OF WORDS AND DEFINITIONS

Apata - new city apartment building

Buraku - rural villages

Dōzoku - the extended family

Furo - large tub used for soaking after bathing

Fusuma - inside sliding doors made of translucent paper and wood

Futon - four inch thick cotton mattress spread on the floor which is covered with quilts for warmth at night

Hashi - stick like eating utensils often said to be chopsticks

Hibachi - charcoal-burning open stoves made of ceramic or metal used for heat

Hogaku - set of rules for determining lucky and unlucky directions

Honke - the main family which is the senior line of the extended family

ie - fundamental unit of the Japanese society in the sense of the family household or kinship

Kotatsu - newer efficient source of heat

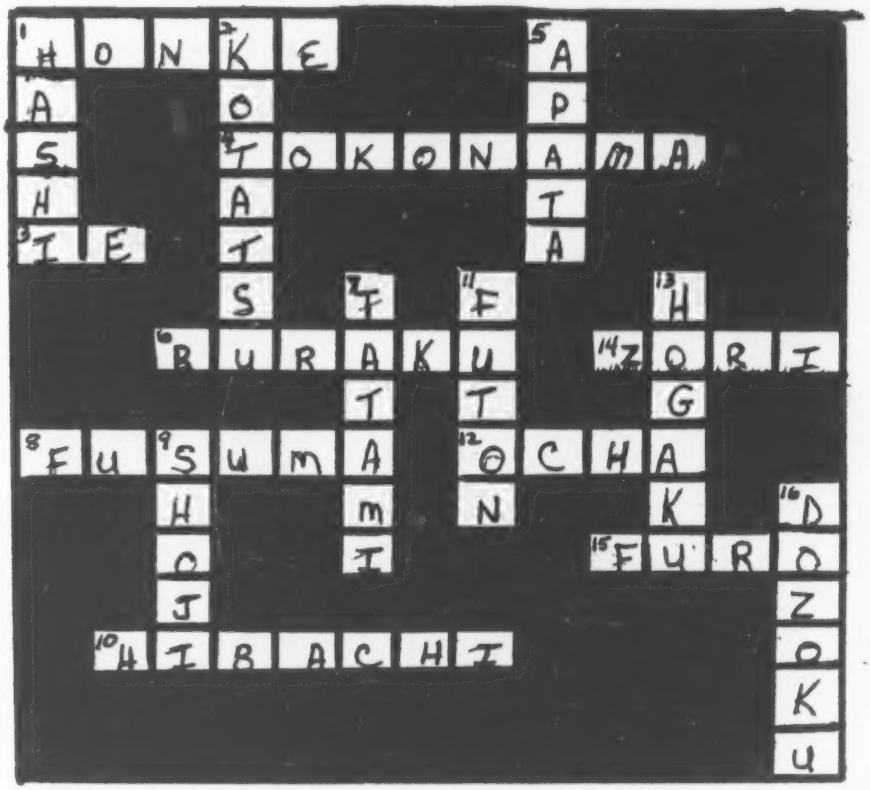
O-cha - tea

Shōji - outside doors originally made of paper now made with glass panes

Tatami - Two to four inch think matted rice straw covered with finely woven slick reeds and bound at the edges with a black cloth. Used to compute the size of the rooms. Each mat is 3' by 5'.

Tokonoma - alcove in one wall of the room where the most treasured family objects are kept

Zōri - straw sandals made with a black strap going between the first and second toes



DOWN:

1. These are what people commonly call chopsticks.
2. New efficient sources of heat in houses.
5. A new city apartment building.
7. Mats that are found covering all the floors in a traditional house.
9. The doors used to enter a Japanese house.
11. Mattress placed on the floor for sleeping.
13. Rules which state lucky and unlucky directions.
16. Aunts, uncles, cousins, and grandparents all living together.

ACROSS:

1. The main family in the extended family.
3. The basic unit of the family in Japanese society.
4. A special place in the house where favorite family items are displayed.
6. A rural village.
8. Inside movable doors.
10. First type of heat used in pits within the main room.
12. Tea.
14. Sandals worn by some Japanese.
15. Soaking tub.

Activity Four

Title: A Community Garden

Introduction:

The cultural aspect of gardens was brought to Japan from China. This art form focuses a viewer's attention on a few distinct points of interest. However, all the objects are arranged in harmony. The gardener pays strict attention to scale and arrangement to make the area seem much larger than it is in reality. The fence which surrounds each garden is constructed to be harmonious with the plants in the garden. Each tree, flower, rock, etc. has a specific purpose for being in the garden and may involve some history of the family.

Objectives:

1. Students will learn about which types of plants and flowers are put in a Japanese garden.
2. The students will identify possible species of plants and flowers which would grow in their climate.
3. The students will choose how to landscape a small area.
4. The students will understand how much work is needed to maintain a garden.

Grade Level: K-8

Time: Several class periods and one hour of weekly maintenance

Materials:
- Donated trees, plants, and flowers. Also, donated flower seeds.
- Borrowed rakes, hoes, water jugs, and fencing
- Old clothes to crawl around in
- Wooden markers for the seeded areas
- Garden hoses

Procedure:

Step 1 - Students will research at a local green house what types of plants and flowers grow in their areas.

Step 2 - Students will write letters to local nurseries and organizations to get supplies donated.

Step 3 - An area of the school yard or a local neighborhood lot will be chosen for the project.

Step 4 - An area will be marked off for the class garden.

Step 5 - The class will make a blueprint of how to landscape the area.

Step 6 - The class will plant the area. Dividing the chores into groups.

Step 7 - Each week several class members will do maintenance on the garden provided their assignments are all turned in.

Follow-up:

1. Invite the town to come view the garden.

2. Make a miniature garden in a box for the classroom.

3. Write a thank-you to each group who donated items to complete the project.

4. Invite the paper to cover the story during various stages of completion and be on hand for the opening of the garden to the public.

5. Have each child research about one plant or flower which was put in the garden. The origin, life span, and climate adaptation of each plant or flower will be explored. Have the student write a short report to be given orally and draw a picture of the plant or flower.

6. Read the story The Emperor's Plum Tree, by Michelle Nikly, Greenwillow Books, New York, NY, 1982. Discuss the story and comparisons to the garden the class recently finished.

Evaluation:

Each student will be involved in keeping a log of what is learned from the nurseries, community leaders, and independent research. The log will also contain personal reflections of the project.

Activity Five

Title: Eating in Japan

Introduction:

Japanese food is unique in taste, simplicity, and unlike the food of any other nation. Since Japan is an island country, much of its cooking focuses on fish, shellfish, and seaweeds, used with pork, poultry, and fresh vegetables. Red meats are very, very expensive and not used much. Since they do not prepare much meat they use a protein-rich tofu in many dishes. Japanese people like their food to taste slightly sweet, and add sugar and mirin (like a sweet sherry) to most dishes. Japanese cooks use several main cooking methods and a meal will normally be made up of a balanced selection of foods cooked by various methods. Most dishes are cooked on top of the stove using water or stock rather than oil, which makes the food easier to digest than other Asian foods. Rice is served in a small or medium sized bowl. Rice is served at many meals. It is eaten toward the end of the meal with pickles or salty foods. Sweets are not served with meals, they are eaten between meals. Since food is eaten with chopsticks, it is prepared in bite size pieces.

Objectives:

1. The students will prepare a Japanese meal.
2. The students will taste the food they prepare.

Grade Level: K-6

Time: 90 minutes

Materials: - Fried Rice

Left over meat or poultry scraps (spam, ham, chicken, etc.)
2-3 eggs
1/2 teaspoon salt or MSG
1/3 cup oil
4 cups cooked rice
1 cup bean sprouts
2 tablespoons minced onion
1 teaspoon Chinese brown gravy syrup or soy sauce

Brown onion in oil. Add leftover meat. Separately, scramble egg. Add egg, bean sprout, rice, then gravy or soy sauce to the meat and onions. Heat until steaming.

Try to eat with chopsticks, but provide forks for children who can not manage chopsticks.

Procedure:

Step 1 - Access previous knowledge by asking children what they already know about Japanese food and its preparation.

Step 2 - This lesson will take cooperative effort among the students. Children can be separated into table preparers and food preparers. The table preparers can set the table and prepare the room with music and art from previous lessons. Food preparers can be separated into two groups, one to prepare the rice and the other to prepare the egg dish. For small children the ingredients should be in small bowls ready to pour into the pan. Older children can cut the meat and follow the recipe's directions. I'd suggest using an electric fry pan.

Step 3 - After preparing the food, children may enjoy using chopsticks to eat the fried rice.

Follow-up:

Send the recipe and chopsticks home with the children to share with their family.

Evaluation:

Since this lesson was a cooperative effort, it should be evaluated on childrens' effort to cooperate.

Further Suggestions:

Parents and principals may enjoy attending your Japanese meal. An art lesson with Japanese art would make a nice invitation for the meal.

This would be a good lesson for a younger and older class to do cooperatively as a culmination activity for a unit on Japan.

Activity Six

Title: Japanese Tea Ceremony

Introduction:

Tea began as a medicine and grew into a beverage. It was drunk to relieve fatigue, repair eyesight, boost spirits, and revitalize five organs of the body. It was applied externally in the form of paste to alleviate rheumatic pains and was also used as an ingredient to promote immortality. The tea plant was native to southern China before being brought to Japan. Emperors used to give the use of tea in Zen religious rituals that developed into the Tea Ceremony of Japan in the fifteenth century. Today, as it was in the beginning, the Japanese Tea Ceremony is a ritual to celebrate purity and refinement. The Tea Ceremony is considered an art and as an art fosters four basic Japanese virtues of purity, respect, harmony, and tranquility. The Tea Ceremony is learned by young women before they get married.

Objectives:

1. The students will participate in aTea Ceremony with as much authenticity as their situation will allow.
2. The students will research the basic Japanese virtues of purity, respect and harmony, and tranquility in order to understand how these virtues have meaning in relationship to their Tea Ceremony.

Grade Level: 1-6

Time: 2 hours

Materials: - It may not be possible to use authentic Japanese materials during the Tea Ceremony. Adapt the lesson to your situation, but the following items should be present. Chopsticks, bowls or cups for tea, hot water for tea, rice cakes (any sweets or cookies will do), water bowl with a dipper for washing hands, mats, or carpet pieces (tatami mats are used in Japan) for the floor and napkins.

Procedure:

Step 1 - Usually there are five guests present at the Tea Ceremony so divide the students into groups of about five (much care should be given to the grouping as the group should be cohesive for the ceremony).

Step 2 - The guests wash their hands and rinse their mouths with the water bowl and dipper (you may want to provide separate cups for rinsing mouths). Quiet and calm are expected at this point.

Step 3 - A metal gong is struck by the host/hostess several times at a steady pace to signal the guests to enter the room or area to be used for the Tea Ceremony. Shoes are to be removed before students enter the area.

Step 4 - Shoes are placed heel toward the wall nearest the entry area by everyone. After doing this, each person turns and bows to the host/hostess.

Step 5 - Each person quietly sits in their place and waits for the host/hostess.

Step 6 - Rice cakes (or cookies) are set on the table. Each person takes a paper napkin out and puts a cake on it with the chopsticks which are on the cake plate. The cake is then cut up into bite size pieces with the chopsticks. Each person bows to the host/hostess slightly before taking a cake.

Step 7 - While the guests are eating the cakes, the host/hostess begins preparing the tea. With a long-handled teaspoon, he/she places the required amount of tea into the tea bowl. Then he/she takes a dipper of hot water from the kettle and pours it into the bowl and any extra water is poured back into the kettle. Then he/she whisks (stirs) the tea and the principal guest comes out to fetch it.

Step 8 - The principal guest places the bowl in between herself/himself and the next guest and says "Please excuse me for drinking before you." With a bow to the other guests, he/she holds the bowl with his/her right hand resting in the palm of her/his left and takes a sip. He/she then compliments the host/hostess on the flavor of the tea, and takes a couple more sips before passing the bowl on to the next guest.

Step 9 - As each guest finishes sipping, he/she carefully wipes the rim with a napkin where his/her mouth touched.

Step 10 - Conversation following the drinking ceremony is light and complimentary.

Step 11 - On the next day all are expected to convey their thanks once more to the host/hostess.

Follow-up:

Students can engage in a writing lesson to thank the host/hostess for inviting them to the Tea Ceremony.

Evaluation:

Formative evaluation to check for understanding of the steps of the Tea Ceremony and the connection between the four basic Japanese virtues and the Tea Ceremony.

Further Suggestions:

Invite another grade to the Tea Ceremony with your students as the hosts and hostesses. They can present the basic tenet of the ceremony the day before the ceremony to create a basic understanding for the visiting class.

Activity Seven

Title: Children's Festival Days

Introduction:

May 5th is celebrated as Children's Day, but in the past boys and girls celebrated on two separate days.

Boy's Day is on the fifth day of the fifth month. Children make kites in the shape of a carp with paper and cloth streamers and then hang them from bamboo poles outside their homes. The carp represent strength and bravery to the Japanese boys who want to grown up to be very courageous men. Warrior-dolls are also displayed during the festival.

The Doll Festival is on the third day of the third month. The girls in Japan dress up in bright komonos and serve their guests rice cakes and candies shaped like fruit. Each girl displays a special set of dolls dressed up in costumes like those of the emperor and his court that were worn in earlier times. On seven shelves covered with a red cloth, 15 dolls are displayed. The dolls are usually very old and valuable, and are never played with. These ceremonial dolls are handed down from generation to generation, as household heritages.

Objective:

1. The children will make carp kites to display on Children's Day, May 5th.

Grade Level: K-6

Time: 30 to 60 minutes

Materials:
- Carp worksheet (fish pattern) and directions
- Colored cloth and paper strips
- Crayons, water color paints
- Glue, scissors, and string
- 18 inch wooden dowel

Procedure:

Step 1 - Introduce the virtues of strength and bravery to the children. Ask them why they think the carp would be a good symbol for these virtues.

Step 2 - Read a story about Children's Day.

Step 3 - Inform the children that you are going to celebrate Children's Day like the children of Japan by making Carp Kites. Hand out the needed materials.

Follow-up:

Take the children out to fly their kites.

Evaluation:

There is no need for a formal evaluation of this lesson. Completion of the task is the only criterion.

Further Suggestions:

The children can decide what symbolizes strength and bravery to them and construct a kite of their own special symbol.

CARP DIRECTIONS

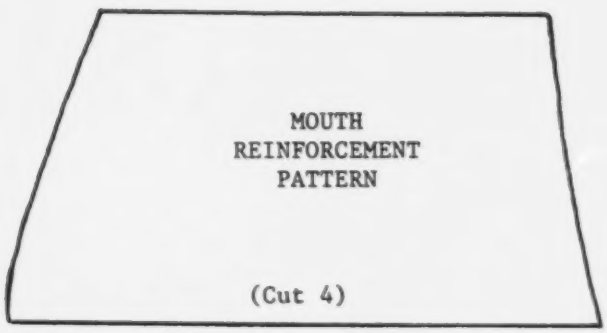
Step 1 - Two carp patterns are needed to construct the kite. Assemble each carp individually and color and/or use water colors to decorate it.

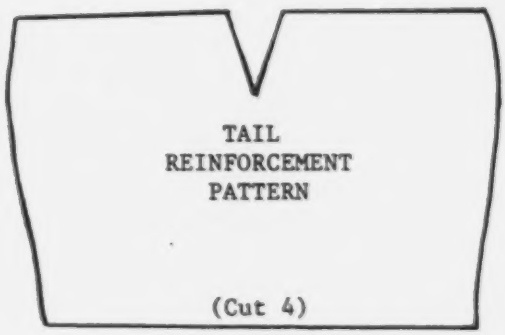
Step 2 - Reinforce the inside of the mouth and tail section with an extra piece of paper or cloth. This is needed so these sections will not tear when the string and paper/cloth strips are attached. Allow the carp sections to dry.

Step 3 - Glue the top and bottom of the carp together remembering to leave the center section from the mouth to the tail unglued (air needs to flow through this area freely).

Step 4 - Fasten the string to the mouth sections and the strips of colored paper and cloth to the tail section (remember NOT to glue the mouth and tail shut).

Step 5 - Fasten the string to the wooden dowel and you're ready to fly your kite!





Carp Pattern Worksheet

(Cut 2)

Carp Pattern Worksheet

Activity Eight

Title: Weather-Telling Game

Introduction:

American children often have simple games they play when getting together with friends. Some of the games include tag and dodge ball. The Japanese story used in this lesson tells of a delightful game that Japanese children play called the weather-telling game. The subtly colorful illustrations of this book allow students a glimpse of a Japanese family, and their life and home. Japanese clogs (Geta) are the customary footwear of the Japanese, and are the focal point of this story. Geta are thong type, platform sandals.

Objectives:

1. Students will be able to name and identify Geta and Kimono.
2. Students will be able to describe and play a traditional Japanese children's game.
3. Students will be able to name items that are available in a Japanese market.
4. Students will be able to locate Japan on a map or globe.

Grade Level: K-3

Time: 30-40 minutes

Materials:
- Filmstrip and/or book: Matsumo, M. (1960). A Pair of Red Clogs. New York: Philomel Books.
- Japanese clogs - several pairs if available
- Paper and markers (to record students' predictions)

Procedure:

Step 1 - Introduce the story by having students tell about some outdoor games they like to play with their friends. Show the Geta and ask students if they can guess what it is and what country it came from. Locate Japan on a globe or map. Tell students that they will be learning a new game that Japanese children like to play.

Step 2 - Show the filmstrip or read the story: A Pair of Red Clogs by Masako Matsumo.

Step 3 - Discuss the story. Possible questions include:
- What kinds of things are available in a Japanese market?
- What kinds of clothing did the people wear?
- Can anyone tell about the weather-telling game? Encourage children to make comments or ask questions about the story.

Step 4 - Play the weather-telling game outside. Have students record their predictions.

Step 5 - Conclude by having students discuss how they feel about the game.

Follow-up:

Children can play the weather-telling game at recess or at the conclusion of several selected days. Children can report to the class about the accuracy of their predictions.

Evaluation:

Students will be evaluated through classroom discussion and through observation as they participate in the weather-telling game.

Further Suggestions:

Video cassettes, films, or books can be viewed in class showing pictures of Japanese markets or Japanese homes.

Activity Nine

Title: The Crane in Japanese Children's Literature

Introduction:

The crane is a graceful and gentle bird that is much loved in Japan and figures prominently in many children's stories. The Japanese have a deep reverence and respect for animals and all of nature. This stems from their native Shintoism roots. Though Buddhism and Christianity were eventually transported to Japan, elements of Shintoism exist within their beliefs.

The two stories chosen for this lesson are The Crane Wife, by Sumiko Yagawa, and The Story of the Grateful Crane, by Jennifer Bartoli. The stories have similar themes of a man saving a crane and then the crane repaying the kindness. This theme of repaying kindness is common to many Japanese children's stories.

Along with these stories, students will learn to make an Origami crane. The art of Origami is an ancient Japanese art that also has religious roots. Although this art form was originally available to only a select few, it gradually gained popular appeal as a hobby and art form.

Objectives:

1. Students will be able to name and tell about Japanese stories that feature cranes.
2. Students will be able to tell about the importance of nature to the Japanese.
3. Students will develop dexterity of the fingertips through the art of Origami.
4. Students will be able to make an Origami crane.
5. Students will be able to locate Japan on a map or globe.

Grade Level: 3-6

Time: 2 hours

Materials:

- Books:
  - Yagawa, S. (1981). The Crane Wife. New York: William Morrow & Company.
  - Bartoli, J. (1977). The Story of the Grateful Crane. Chicago, IL: Albert Whitman & Company.
  - Auyture-Scheele, A. (1986). Paper Folding Fun - Origami - In Color. New York: W. Smith Publishers.
- Origami paper
- Video cassette:
  - Origami - The Folding Paper of Japan
    Available from: Consulate General of Japan
    2519 Commerce Tower
    911 Main Street
    Kansas City, MO 64105-2076
    Phone: (816) 471-0111

Procedure:

Step 1 - Introduce this lesson by showing children a picture of a Japanese crane. Ask children to identify the bird and where it is from. Locate Japan on a map or globe. Discuss the importance of cranes to the Japanese.

Step 2 - Read The Crane Wife by Sumiko Yagawa. Discuss the story and have children retell the story in their own words.

Step 3 - Read The Story of the Grateful Crane by Jennifer Bartoli. Discuss this story, also, asking such questions as:

- How is this story different from the first story we read?
- How is this story like the first story we read?
- What kind of bird is the main character in each of these stories? The crane is often used in many Japanese children's stories. Why do you think the crane was so often chosen for Japanese children's stories?

Step 4 - Introduce Origami by showing the video cassette Origami - The Folding Paper of Japan. Make an Origami flying crane using the example found in Paper Folding Fun - Origami - In Color by Zulal Ayture-Scheele.

Follow-up:

Have several Origami books and Origami paper available in the classroom for the children to use during their free time. Children can share their creations with the class. Students should work cooperatively in small groups.

Evaluation:

Evaluation will be through informal classroom discussions and observations.

Further Suggestions:

Cranes in Japanese children's literature can be explored further by reading (as individuals or as a class) other Japanese stories about cranes. Some suggested stories include:

Bang, M. (1985). The Paper Crane. New York: Greenwillow Books.
Coerr, E. (1977). Sadako and the Thousand Paper Cranes. New York: Putnam.
Laurin, A. (1981). Perfect Crane. New York: Harper & Row.
Matsutami, M. (1968). The Crane Maiden. New York: Parent's Magazine Press.

Available films or video cassettes dealing with cranes or Origamia art can be viewed.

Activity Ten

Title: Japanese Kites

Introduction:

This lesson will explore the story of a legendary Japanese thief, Ishikawa, who sees the excesses of the ruling family of Japan and devises a plan for stealing gold statues from the castle. He intends to use the proceeds to feed the poor. The story provides an inside look at the great art of kite making and the patience, perseverance, and quiet study that is often a component of a traditional Japanese way of life. One universal aspect of the human condition is that of eventual consequences that people face for all their actions. Certainly Ishikawa did not give much thought to future consequences or heed the advice of those who cared about him. This story contains the element of kindness being repaid, which is a common element in many other Japanese children's stories.

Objectives:

1. Students will be able to name and tell about the legendary Japanese hero, Ishikawa.
2. Students will be able to name Japanese traits such as patience, perseverance, persistence, and quiet study.
3. Students will be able to construct a Japanese kite.

Grade Level: 3-6

Time: 2 hours

Materials:
- Book: Luenn, N. (1982). The Dragon Kite. New York: Harcourt Brace Jovanovich
- Paints
- Thin paper suitable for kite making and painting
- Thin wood pieces or dowels
- String
- Streamer

Procedure:

Step 1 - Bring in a Japanese kite to introduce the lesson. Tell the students that Ishikawa lived in the late 1600's or early 1700's and was a man who tried to help the poor people of his country in a very unusual way.

Step 2 - Read the story The Dragon Kite, by Nancy Luenn.

Step 3 - Discus the story with the children. Ask such questions as:
- When Ishikawa first thought of this idea, did you think his plan would work? Why? Why not?

- What things did Ishikawa learn throughout the story?
- How do you think Ishikawa felt when he discovered that his loved ones would be punished for what he had done?
- What did you think of the advice that the dragon gave at the end of the story?
- How do you think that Ishikawa felt about the advice given to him by the dragon?

Step 4 - Divide students into small groups and let them build a kite. Books on kite making, and finished kites should be available for student use.

Step 5 - Students can go out and try to fly their kites on an appropriately windy day.

Follow-up:

Inspired by this legend, a Japanese man named Fujio Sakamoto is making his dream a reality by building a kite large enough to help him fly. Share this man's story from the following periodical:

Itakura, K. (1990). Making his dreams come true - Flying high. Look Japan, 36 (410), 41-43.

Evaluation:

Evaluation will be based on participation in the classroom discussion. Some points to consider in evaluating kites are the ability to fly and the authenticity of design.

Further Suggestions:

A lesson can be done that compares the Japanese legend of Ishikawa to the legend of Robin Hood. Filmstrips or video cassettes on kite making can be shown.

Activity Eleven

Title: Japanese Flower Arranging

Introduction:

Ikebana is the Japanese art of flower arranging. Flower arranging began during the sixth century in Japanese Buddhist temples. At this time the arrangements were very formal. Gradually the arrangements came into widespread use and were less formal. Most Japanese homes have flower arrangements and many people attend special schools each year to study this art form.

Line and shape are of primary importance in Japanese flower arrangements. Color is not very important. In keeping with the Japanese love of nature, natural seasonal materials are used. Full flowers are not used. Three principal stems are used: the primary (heaven), the secondary stem (man), and the shortest stem (earth). Flat, shallow containers are used and are in earth colors for the currently popular Moribana style. Stems are fastened securely into the container and natural materials are used to fill in the container. Containers should be placed just below eye level when working on arrangement. The flowers that are to be used should be on a tray to the arranger's right.

Objectives:

1. Students will be able to define Ikebana.
2. Students will be able to make an Ikebana arrangement.
3. Students will be able to list some important principles of Japanese flower arranging.

Grade Level: 1-6

Time: 2 hours

Materials:
- Small, shallow, neutral colored containers
- Small, flat pin cushion or clay to anchor flowers in container
- Natural materials to fill container (ground cover)
- Branches and budded branches of varying types

NOTE: Many of these materials can be gathered and brought to class by the students.

Procedure:

Step 1 - Bring teacher made samples of Japanese flower arrangements. Have students discover the principles of Japanese flower arrangement through critical observation and discussion. The teacher can clarify or point out principles that students did not discover.

Step 2 - Allow students time to plan their arrangements. Let students choose containers, ground cover materials, and flower materials for their arrangements.

Step 3 - Students will work at arranging and evaluating their arrangements until they have a finished product.

Step 4 - Display students finished arrangements.

Follow-up:

Make appropriate materials and books about Japanese flower arrangements available to students. Students can practice this new art form as free time permits and share their creations with the class.

Evaluation:

Evaluate flower arrangements for the following elements: color, line, appropriate ground material, and seasonal appropriateness.

Further Suggestions:

Available video cassettes or filmstrips can be viewed.

NOTE: Background information in a pamphlet entitled Ikebana - Japanese Art of Flower Arrangement, is available from the following address:

Consulate General of Japan
2519 Commerce Tower
911 Main Street
Kansas City, MO 64105-2076
Phone: (816) 471-0111

JAPANESE CHILDREN'S STORIES

The following list is a selection of Japanese children's literature that can be used in planning additional activities. Japanese children's literature is an enjoyable way of teaching children about the culture of Japan. Often these stories can be used to introduce children to a game, art project, or other cultural activity.

Blumberg, R. (1985). Commodore Perry in the Land of the Shogun. New York: Lothrop, Lee, & Shepard.

Friedman, I. R. (1984). How My Parents Learned to Eat. Boston: Houghton Mifflin Company.

Goldston, R. (1972). Pearl Harbor!. New York: Watts.

Gomi, T. (1984). Coco Can't Wait. New York: Morrow.

Gomi, T. (1983). Hi, Butterfly! New York: Morrow.

Haskins, J. (1987). Count Your Way Through Japan. Minneapolis: Carolrhoda Books.

Heller, G. (1968). Hiroshi's Wonderful Kite. Morristown, NJ: Silver Burdett.

Ishii, M. (1987). The Tongue-Cut Sparrow. New York: Lodestar Books.

Kalman, M. (1989). Sayonara Mrs. Kackleman. New York Viking Kestrel.

Maruki, T. (1980). Hiroshima No Pika. New York: Lothrop, Lee & Shepard.

Matsumura, M. (1985). Christmas Present From a Friend. Nashville: Abringdon Press.

Morimoto, J. (1987). My Hiroshima. New York: Viking.

Nikly, M. (1982). The Emperor's Plum Tree. New York: Greenwillow Books.

Paterson, K. (1990). The Tale of the Mandarin Ducks. New York: Lodestar.

Rackham, A. (1978). Fairy Tales From Many Lands. New York: Penguin Books.

Sakade, F. (1958). Japanese Children's Favorite Stories. Rutland, Vermont: Charles E. Tuttle.

Sarasas, C. (1964). The ABC's of Origami - Paper Folding For Children. Rutland, Vermont: Charles E. Tuttle.

Snyder, D. (1988). The Boy of the Three Year Nap. Boston: Houghton Mifflin.

Wantanabe, S. (1985). Daddy Play With Me. New York: Philomel Books.

Wantanabe, S. (1984). I Can Take A Walk! Testing Limits. New York: Philomel Books.

Yashima, T. (1955). Crow Boy. New York: Viking.

Activity Twelve

Title: Music in Japan

Introduction:

Music is an important ingredient in the everyday life of Japanese people. Music is no longer limited to live concert performances. The radio, television, and the popularity of electronic reproducing systems have influenced and changed the music and the culture of the Japanese people. The many types of music listened or played are diverse, e.g., Japanese popular songs, American pops, Western classics.

Art and folk music are the two traditional types of Japanese music. The art music has different styles because it originated in different periods in Japanese history. The Japanese people have preserved the time-honored styles and modified them as time passed. Today vocal music is more important than instrumental music.

Children's songs in Japan are divided into two groups, traditional and modern. The traditional songs have been sung for centuries, dating back to World War I. The different types of the Japanese traditional songs are the lullabies, play songs, and festival songs. These songs depict what children enjoy doing, e.g., rope skipping, kite-flying, and playing hide and seek. Composers and poets, today, are writing music to reflect the joys of childhood days, including topics and themes that tell about children's feelings and aspirations.

Music schools in Japan follow traditions rather than seeking innovation. The excellent student imitates the master teacher. The Suzuki method of music instruction involves the playing and listening to recordings of the music to be learned, group lessons, and teaching and learning to play by ear. The child will observe classes before being involved in any participation. The Suzuki method also stresses the importance of the relationship between the mother and the child. The mother is taught the song and lesson first. This method of instruction promotes early exposure to the arts, stresses the importance of motivating the child, provides encouragement, creates a supportive group environment, and requires extensive practicing.

Objectives:

1. Students will be able to tell about two important things that they learned about music in Japan.
2. Students will learn and sing five Japanese songs.

Grade Level: 1-6

Time: This will vary on the grade level and the length of the class period for music and how it is taught in the individual schools.

Materials: - Books, pamphlets, information on Japan, and the song sheets for the four songs chosen for this lesson

Procedure:

Step 1 - The teacher will introduce the lesson on Japanese music by showing pictures of the different instruments used in Japan. A violin will be used when discussing the Suzuki method of teaching and learning to play the violin and the piano. The introduction will facilitate the interest in what is the same and what is different in Japanese music.

Step 2 - Students will be taught the two Japanese children's songs, "Spring Has Come" and "Tulips Have Bloomed" (ERIC No. ED 319 125).

Step 3 - Students will learn to sing the "Lullaby" and "Cherry Blossoms" (Facts about Japan, Code No. 0554-0386). Students will tell why these songs are characteristic of children's songs.

Step 4 - Students will learn to sing the "Kimigayo," the National Anthem of Japan (ERIC No. ED 219 978). Students will also review or learn the "Star Spangled Banner" which is the United States' National Anthem.

Follow-up:

Students will be given the list of interest topics to research in the library. These will be incorporated with the Language Arts unit. Also, students may choose to draw or make instruments similar and unique to the Japanese culture. If the community would have a person who teaches the Suzuki method of piano or violin, that individual would be asked to present a lesson(s) to the class.

Evaluation:

Students would share their music interest topics and songs with parents and friends at a Multi-cultural Awareness Get Together.

Further Suggestions:

Have the students write to travel bureaus as a writing project in Language Arts and ask for information on the Japanese culture. Also, ask the librarian for books that are on this topic. Display the books and integrate this with the reading and language arts.

TWO JAPANESE CHILDREN'S SONGS:

"Spring Has Come" and "Tulips Have Bloomed"

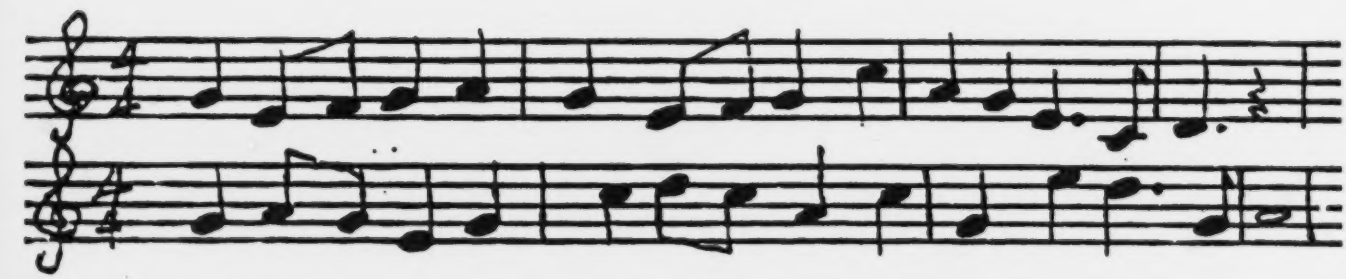
1. Spring has come, spring has come.
Where has it come?
In the woods, in the mountains, and in the fields.

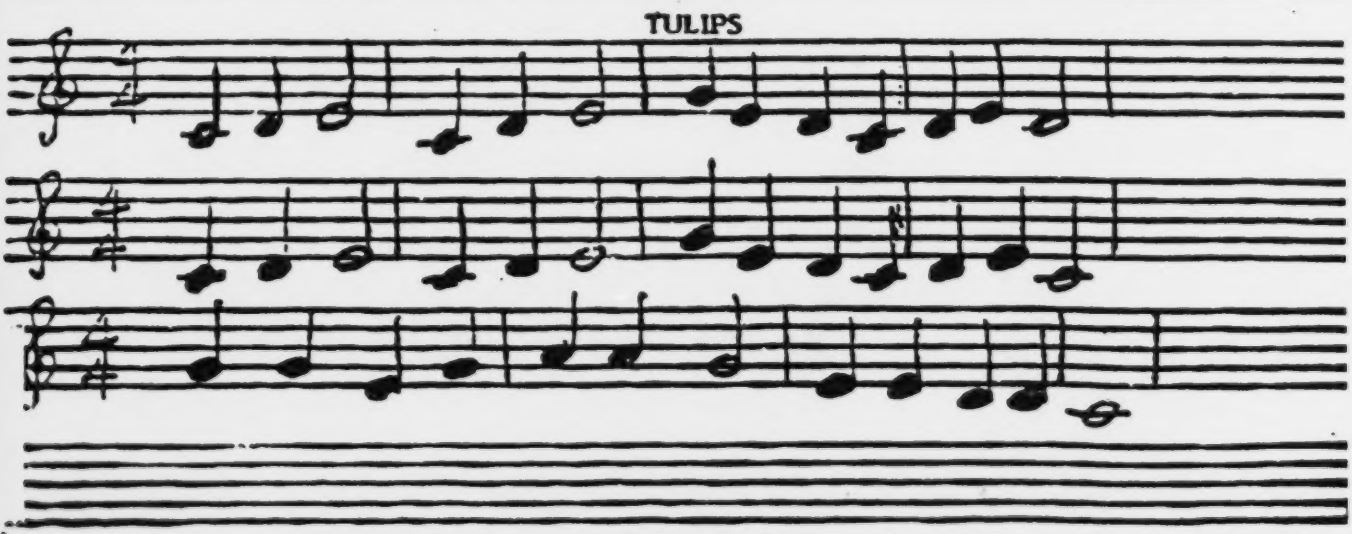
Haru ga kita, haru ga kita.
Doko ni kita?
Mori in kita, yama ni kita, noni in kita.

2. Tulips, tulips, pretty flowers
Are lined up, red, white, and yellow.
Each flower is so pretty!

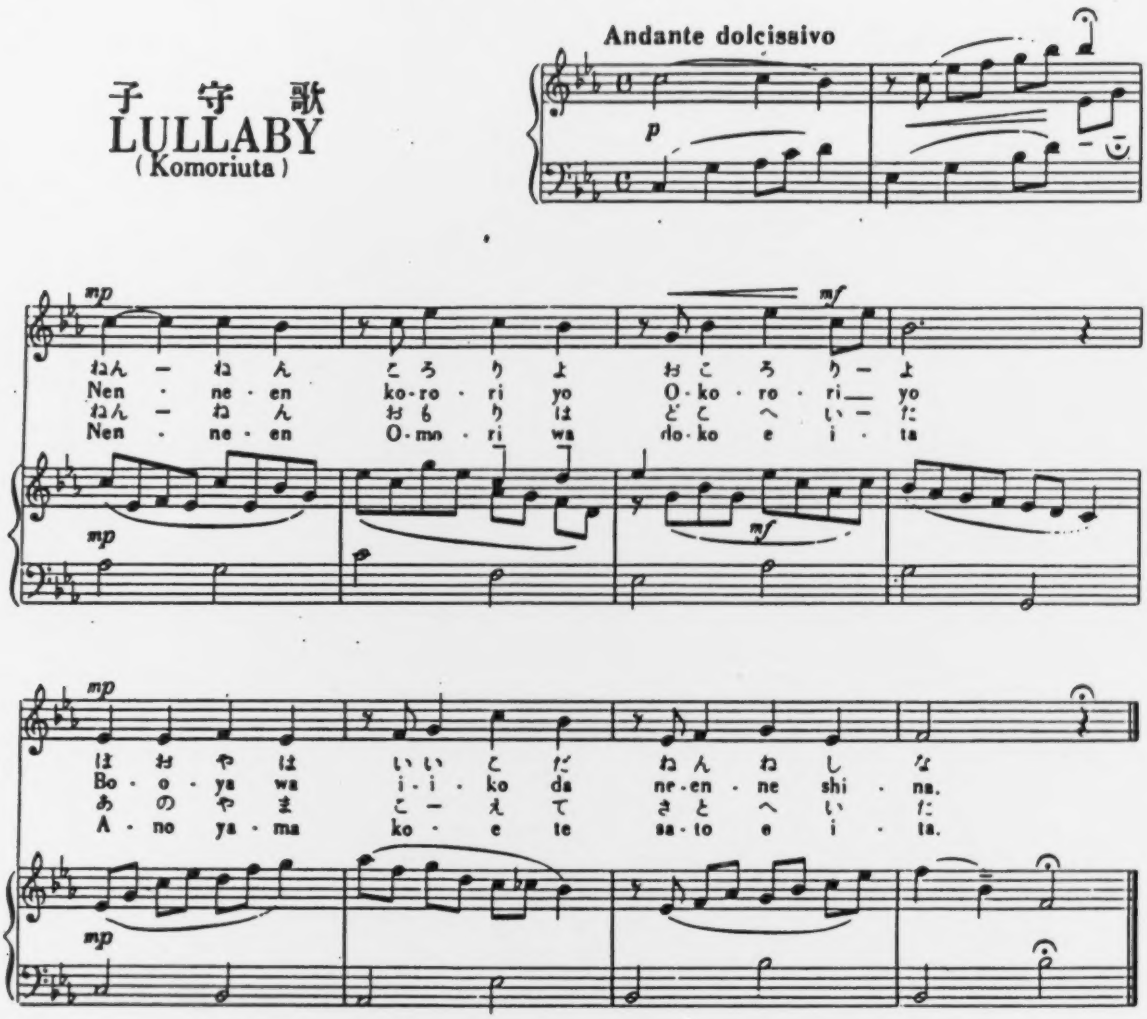
Tulipu, tulipu, kirei na hana ga
Naranda, naranda, aka, shiro, kiro.
Dono hana mite mo, kirei da na.

TWO JAPANESE CHILDREN'S SONGS

SPRING HAS COME

TULIPS



子守歌
LULLABY
(Komoriuta)

Andante dolcissivo

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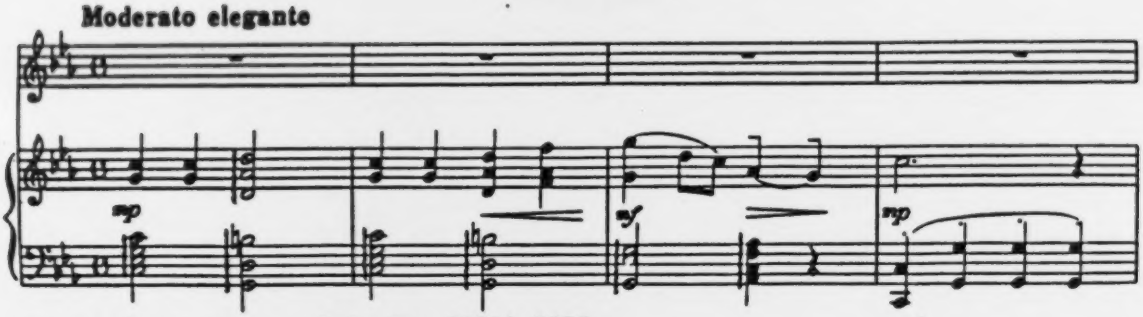
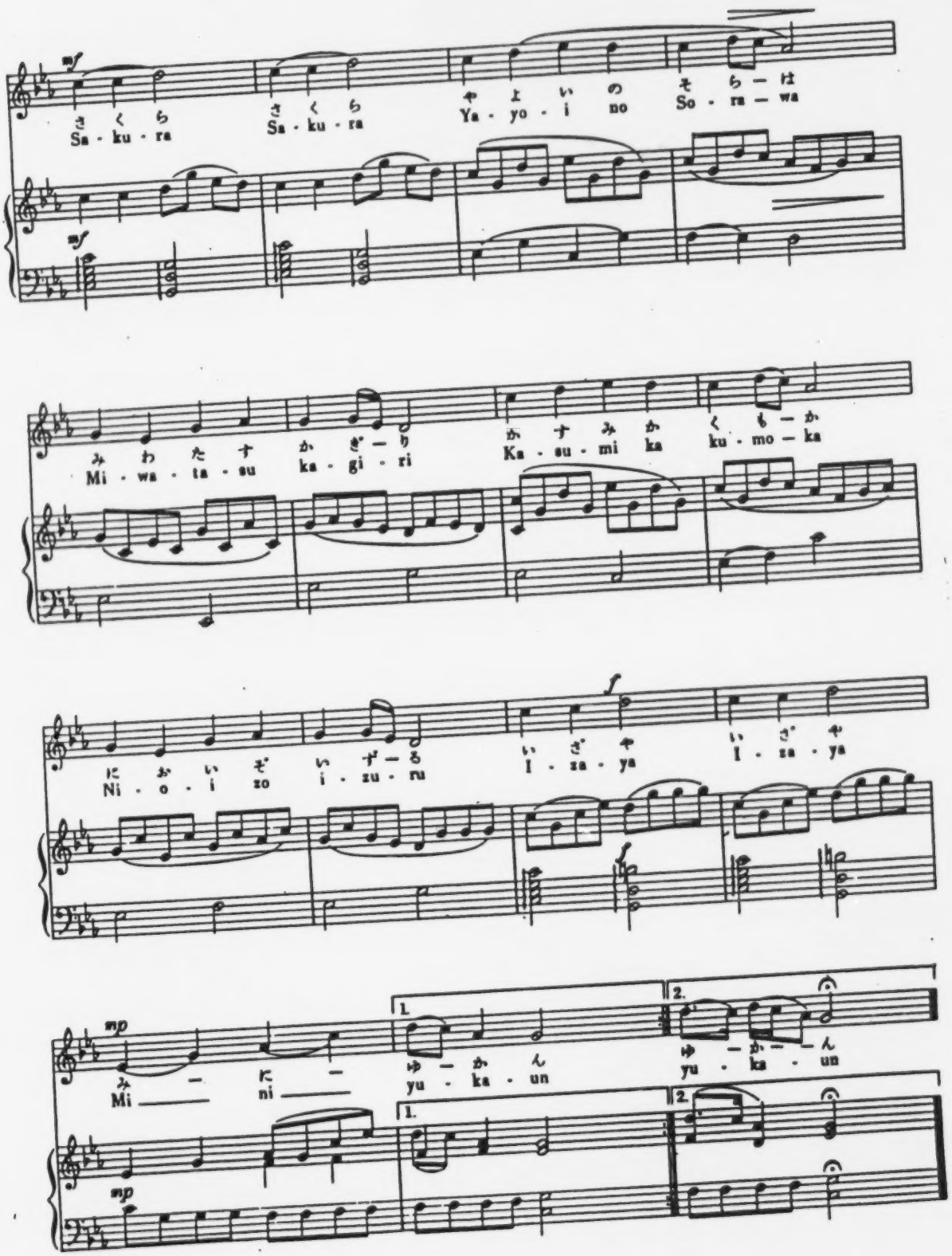
さくら さくら
CHERRY BLOSSOMS
(Sakura Sakura)

Moderato elegante

Facts about Japan - Code No. 05514-0386
The International Society for Educational Information, Inc.: Tokyo. (pp 6-7).

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Sa-ku-ra Sa-ku-ra Ya-yo-i no So-ra-wa
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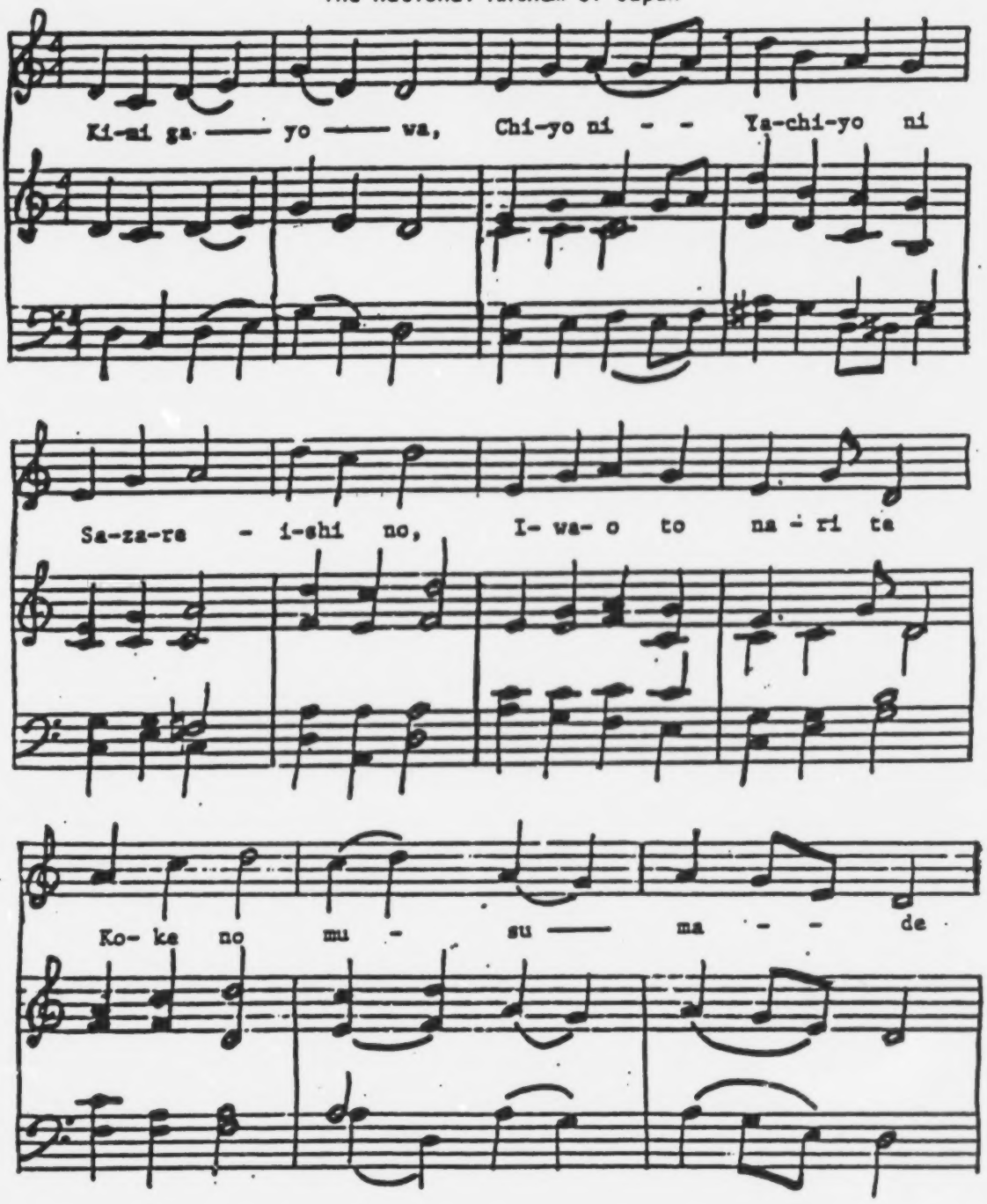
においぞいずーる いざや いざや
Ni-o-i zo i-zu-ru I-za-ya I-za-ya
f
mp
みーにー ゆーかん ゆーかーん
Mi ni yu-ka-un yu-ka-un
1.
2.

KIMIGAYO

The National Anthem of Japan

Ten thousand years of happy reign be thine:
Rule on, my lord, till what are pebbles now
By ages united to mighty rocks shall grow
Whose venerable sides the moss doth line.

Galloway, V. et. al. (1980). Around the world: Japan. An exploratory unit for middle school students. (Report No. FL 013 192-197). Columbia, SC: State Department of Education, Division of Instruction. (ERIC Document Reproduction Service No. ED 219 976).

Activity Thirteen

Title: Webbing the Japanese Culture

Introduction:

This activity will assist students in synthesizing what has been learned about Japanese culture. Semantic webs are an excellent way to have students understand, organize, and retain the information they have read or discussed. As the students formulate semantic webs, they will learn to identify important ideas and show how these are interrelated. Students will recall and write down what they can remember, what they have enjoyed, and what is important to them (e.g., Figure 1, Semantic Web on Japanese Culture, p. 115).

Objectives:

1. Students will make a semantic web about the Japanese culture.
2. Students will be able to organize and write down the important facts about the Japanese culture.
3. Students will show how the concepts and events are related to one another in Japanese culture.

Grade Level: 2-6

Time: 1 class period

Materials: - Paper, cards, pencils, colored pencils, or markers

Procedure:

Step 1 - Students will recall what has been learned about the Japanese culture.

Step 2 - Students will write the key concept, Japanese Culture, on the board and circle it. Facilitate responses from students to provide main web strands that will clarify the concept.

Step 3 - Students will work in small groups and list on paper or cards what they can remember about Japanese culture (one piece of information per card).

Step 4 - Students will list supporting concepts to create a web strand of ideas concepts. Each group will make one semantic web.

Follow-up:

The teacher will meet with each individual group, give assistance as needed, and help students include the strand ties with lines, arrows, or numbers. Students could use colored pencils or markers to identify the different kinds of strands within the web.

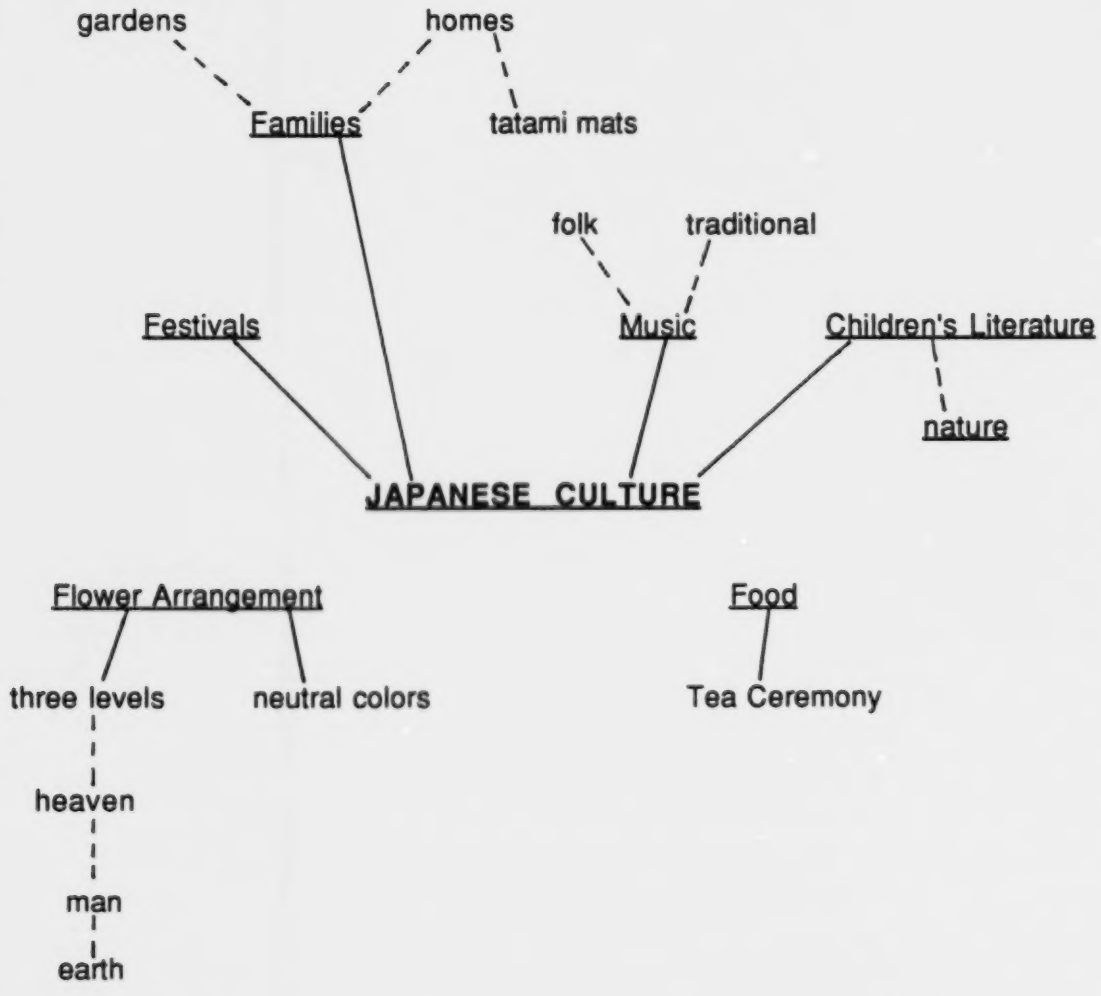
Evaluation:

Each group will place its semantic web on chart paper, the chalkboard, or a bulletin board. The class will discuss the different webs. One person from each group will serve as the spokesperson and provide the information and explanation for the group's web.

Further Suggestions:

Use semantic webbing with other topics and subjects in the curriculum to provide appropriate learning experiences for students in the teaching-learning process.

Figure 1. Semantic Web on Japanese Culture



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Activity Fourteen

Title: Jan-Ken-Pon

Introduction:

Japanese children like to play games that are competitive and require skill and thought. In this game, the individuals manual dexterity, craftiness, and speed of thought are developed.

Objective:

1. To introduce the children to the game so they will have a working knowledge of how it is played and for their individual enjoyment.

Grade Level: K-6

Time: 30 minutes

Material: - None

Procedure:

Step 1 - Explain to the children that scissors (choki) is symbolized by extending the middle and the index finger, paper (pa) is symbolized by the open hand being held out with the palm up, and stone (gu) is symbolized by displaying the fist clenched or closed.

Step 2 - The game is played by two children, one-to-one.

Step 3 - Each player pounds their fist three times against the palm of the other hand while they rhythmically say "Jan...Ken...Pon."

Step 4 - Immediately after saying "Pon," each player will display their fist, showing one of the symbols of the game.

Step 5 - The winner is determined by the symbols of the hand shown with scissors cutting paper winning, or paper covers stone and wins, or stone breaks scissors and wins.

Step 6 - The best two out of three or three out of five is the overall winner.

Follow-up:

At a later date have the children in the class play in a tournament with each other.

Evaluation:

Have the children explain to the teacher how the game is played and its rules.

Further Suggestions:

Have children invent other hand games to share with the class.

Activity Fifteen

Title: Karuta (Hundred Poems)

Introduction:
This game is usually played in the home as a family game on New Years Day and requires the memorization of famous Japanese poetry.

Objective:
1. To develop the childrens' memory capabilities and speed of recall.

Grade Level: K-6

Time: 60 minutes

Materials:
- Forty-eight (48) 3" x 5" blank cards
- Scissors
- Pencils

Procedure:
Step 1 - Have the children write a poem on each card. The teacher will need to write a poem or a nursery rhyme for children who are not able to write.

Step 2 - Cut each card in half and separate into two piles with the top half and bottom half in their own pile.

Step 3 - Pick a leader to read the top half of the cards after they mix them.

Step 4 - The child who correctly says the second half of the poem receives the card.

Step 5 - The child with the most cards at the end of the game is the winner.

Follow-up:
Have the children play the game at a later date with the bottom half read first.

Evaluation:
Have the children explain to the teacher how the game is played and its rules.

Further Suggestions:
Have the children discover other ways the game could be played and variations with other subjects.

Activity Sixteen

Title: Koma (Tops)

Introduction:

Children play with tops in many different parts of the world. Japanese children like to play the game and invent their own variations of how they play with tops.

Objective:

1. To develop the eye-to-hand coordination, manual dexterity, and imagination of the children.

Grade Level: K-6

Time: 30 minutes

Materials: - Tops and chalk

Procedure:

Step 1 - Draw a circle approximately 5' to 6' in diameter on concrete with the chalk.

Step 2 - Divide the circle into ten (10) unequal segments and mark the largest segment one (1). Repeat the numbering progressively until the smallest one is marked ten (10).

Step 3 - Each child has a turn spinning their top beginning at the center of the circle.

Step 4 - Points are scored according to where the top comes to rest in each segment of the circle.

Step 5 - The first child to reach 50, or 100, etc. . .is the winner.

Follow-up:

Have the children in the class play in a tournament with each other.

Evaluation:

Have the children explain to the teacher how the game is played and its rules.

Further Suggestions:

Have the children invent or discover other games they can play with tops and share them with the class.

EDUCATION

EDUCATION IN JAPAN

Objectives

1. To have the students experience activities from a Japanese prospective of curriculum need.

2. To appreciate the relationship of Japanese education to future careers and achievement.

3. To understand the nature of the physical educational setting of a Japanese elementary school.

Overview

Japan has achieved an enviable position and reputation in the field of education. The literacy rate is almost 100 percent and the children have excelled in the scientific fields. Present growth and leadership of Japanese business and economic endeavors have mirrored this foundation of educational excellence.

History

Parents prepare to send their children to the best pre-school possible and some even sign up years before their children are born. By the time the children are three, some of the schools operating half-day kindergartens introduce them to group singing, games, and other social events.

Compulsory education starts by age six, first grade of elementary school, and this goes for nine more years. The first six years are in elementary school and the last three years are in junior high school.

While in elementary school, the children learn the basic subjects society requires for daily life. The children normally have only one teacher for each grade that teaches all subjects.

Society, peer pressure, and family pride contribute to the willing adherence to rules and regulations leading to success. Competition is extreme and only the best is expected of the citizens in this crowded country. As a result, a growing awareness and concern for each other is strongly developed in the early years that promotes an appreciation of knowing personal status and social position.

School Calendar

The Japanese school year ends on March 31 and begins the next day, April 1. Vacations are scheduled for summer, winter, and spring. Some rural areas schedule the vacation time around the harvest season.

School Curriculum

The Japanese Ministry of Education has a listing of subjects and a study course for each level of required education. To date, the curriculum has ten subject areas for elementary schools.

Language	Physical Education	Moral Education
Science	Social Studies	Special Activities
Arithmetic	Arts and Handicrafts	Homemaking
Music		

School Day

Japanese school attendance is six days a week, but will go only until noon on Saturdays. Families must purchase school uniforms. Elementary schools will provide lunch, but in some of the schools, the students will bring part of their own lunch. Each time a teacher calls on the student for any response, the student is taught to respect the teacher and the rest of the students by standing beside the desk to recite. This procedure is modified as the student progresses in school and subjects. The elementary school is allowed to be noisy in the younger grades. This allows the students to teach each other the sought after social respect. Teachers do not use loud shouting or public discipline as a means of enforcing rules. The teacher is the authority and a respectful adherence to the teacher's advice and information is sought and understood. After the school day, each student has specified duties for cleaning the school room and the building.

Activities in Education

For the purposes of this section, many of the Japanese list of subjects have been used as the basis of class activities. This will foster an increased global awareness of other ways and means of teaching. Each activity is adaptable to whatever grade level interests and abilities are required. Encouragement is extended to include even more activities to this section.

Activity One

Title: Around the World

Introduction:

Language is the key to communication, whether it is spoken, written, or signed. Through language people begin to understand why certain things are the way they are. In our interaction with Japan we will be studying the ways we can communicate more effectively by first learning some general terms and then progressing on to key phrases.

Objective:

1. To increase the students' knowledge of the Japanese language through the implementation of Japanese words and phrases.

   The task is to learn Japanese. The activity is to make it from your desk past all the other desks and back to your own desk again (Ex. Diagram 1-1). The desks should be in rows but for all practical purposes any arrangement will work. The teacher is the main facilitator and has the final say in determining who moves on.

Grade Level: 3-6

Time: From 15 minutes to a whole class period

Materials: - Flash cards

Procedure:

Step 1 - Teacher is facilitator with flash cards.

Step 2 - Teacher is to begin the activity anywhere in the room with two students standing side by side.

Step 3 - Teacher flashes card.

Step 4 - Students attempt to answer flash cards, giving only one answer; the correct student moves on beginning the trip around the world.

Follow-up:

The competition and excitement of the activity enables the students to think on their feet. The situation is similar to that which could occur in another country. Memory, vocabulary, and pronunciation skills are all benefits the students attain amidst his/her colleagues in this language trip around the world.

Evaluation:

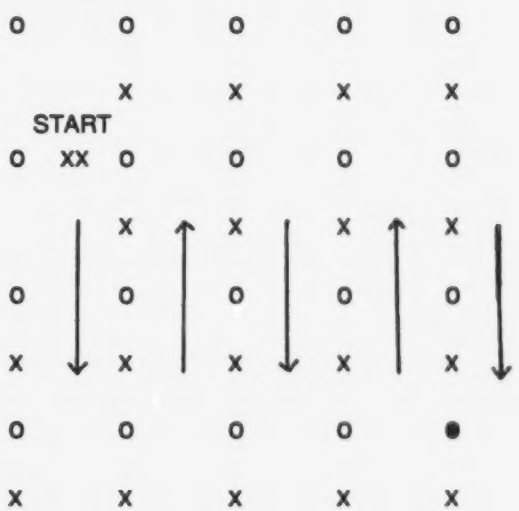
All students will not excel at the same rate. The key is that all students are given an equal opportunity and through repetition and time will gain knowledge of another language. Another key note is that even when they are not one of the two competing to rotate, they will still see the cards and have another chance to decipher the words or phrases.

Further Suggestions:

For the children in grades kindergarten through second grade, have a poster board at the front of the room. On this poster board have a picture of a boy and a girl. Point to specific parts of the body and have the students repeat the word out loud in Japanese. For example, point to the arm and have the students say ude'. Another technique would be to show the word in Japanese and raise the question, who can identify this word on the poster? For example, given the word suka'ato, the student would come up and point to the skirt. Different pictures could be used to increase language skills, i.e., grocery store, house, garden. Short phrases should be incorporated when a general understanding of the words becomes evident to the teacher.

For students in grades 3 through 6, the words and phrases could be alternated all in English, with Japanese response; all in Japanese, with English response; or mixed together, with English or Japanese response. See diagram 1-2.

Diagram 1-1



In this example the colored in desk signifies completion of around the world as the student makes it back to his/her own desk.

o = desk
x = student

Diagram 1-2

head	-	atama	(a tom ah)	house	-	ie'	(e a)
arm	-	ude'	(oo day)	kitchen	-	daidokoro	(die do ko ro)
leg	-	ashi'	(ah she)	bed quilt	-	futon	(foo ton)
coat	-	uwagi	(oo wag ee)	chair	-	isu	(e soo)
skirt	-	suka'ato	(soo ka toe)	window	-	ma'do	(ma doe)

Grocery store

egg	-	tamago	(tah ma go)
meat	-	niku'	(nee koo)
milk	-	gyuunyuu	(gyou new)
pork	-	butaniku	(boo ta nee koo)
fruit	-	kuda'moto	(koo da mo no)

Some simple words and phrases

yes	-	hai	(hi)
no	-	iie	(ee a)
please	-	do'ozo	(dough zo)

thank you very much - do'omo arigato gozaimasu (dough mo ar e got o go zi mass)
how are you? - ogenki aesu ka? (o gen key des ka)
see you later - de'wa mata (day wa ma ta)

Activity Two

Title: Chopsticks--Coordination That Satisfies

Introduction:

Using chopsticks (hashi) has been part of the Asian culture for as long as recorded history. Legends state that chopsticks were brought over from China when the first people populated the Japanese islands. The use of chopsticks involves fine motor coordination and initial practice is exacting, it is also fun. And as the Japanese discovered, chopsticks are the most sanitary utensils yet discovered.

Objectives:

1. To experience the importance of following directions.
2. To develop a skill based upon practical requirement.
3. To be able to apply a handicraft to personal use.
4. To develop an appreciation for the differences expressed in another culture.

Grade Level: 1-6

Time: 40 minutes

Materials: - Two of each item for each student: straws, pencils, pens, various lengths of sticks, table knives, and whatever else the teacher is able to think of to emphasize using chopsticks. Bring a reserve supply of chopsticks for actual use at a meal.

Procedure:

Step 1 - Discuss with the class about the utensils used by many people in Japan.

a. Explain how the people use the sticks to eat a meal in Japan.
b. Use the straws and the rest of the stick materials as chopsticks to emphasize the need for strong enough material to pick up items. Have the students hold the sample chopsticks in the proper manner and try to pick up small balls of cotton and yarn and progress to more complicated items.
   (1) Hold the first chopstick like a pencil.
   (2) Hold the second chopstick with the stick pressed firmly in the crook of the thumb and palm. Rest the long end of the stick firmly on the end of the ring finger. This stick does not move from that point forward.
   (3) Practice moving the first (top) stick up and down and then grasping the cotton or yarn.

Step 2 - The students may then be advanced enough to try to make their own chopsticks.
   a. Provide pieces of wooden sticks for the students to choose to construct their own eating utensils.
   b. Show how the Japanese rub the sticks together to smooth down the rough edges and possible splinters.

Step 3 - Collect the chopsticks and break them as they are thrown away. This emphasizes the sanitary aspect of using disposable chopsticks only once.

Follow-up:

Use the chopsticks during lunchtime and then go to Step 3. Another possibility is to add decorations to the sticks at the holding end and not the food handling end. Someone in the class might have access to formal chopsticks to show the class. Emphasize also that the Japanese also use knives, forks, and spoons but retain the chopsticks because of tradition and that they are very handy.

Evaluation:

Properly using traditional utensils of another culture becomes very personal and therefore, a part of the experiential base for the students. Again, there is a sense of pride at accomplishing a skill.

Further Suggestions:

The skill of being able to use and to craft the Japanese chopsticks (hashi) would be enhanced if there was a possibility of a visit from "visitor from Japan." Pictures of dinnertime in Japan would be of great assistance.

Activity Three

Title: Japanese Poetry - The Haiku

Introduction:

The Haiku form of poetry can be explored to give the students a glimpse of the Japanese view of things. Long ago, the haiky was the beginning part of a longer poem. The term "haiku" means "beginning phrase" and so readers of the haiku are expected to continue the haiku for themselves.

The National Students' Haiku Contest is an annual event in Japan. It attracts a large number of entries submitted by students from elementary school through the university level. Annual awards are given for outstanding entries.

Objectives:

1. To teach the correct form of haiku.
2. To help students understand the concepts of simplicity, suggestion, and spontaneity as they relate to the haiku.
3. To have the student create their own modern haikus.

Grade Level: 4-6

Materials: - Examples of haikus
- Writing paper and pencils

Procedure:

Step 1 - Display haikus around the room for the students to enjoy. Introduce the haiku as a Japanese form of poetry developed in the Edo Period of Japanese history. Take the time to read the poetry aloud to the entire class.

Step 2 - Break the class up into small groups. Give each group another haiku to read and discuss. Ask them to discover: how many verses a haiku contains, how many syllables in each verse, what is simple, suggested, or spontaneous about the poem. The teacher may wish to put a short definition of simplicity, suggestion, and spontaneity on the blackboard.

Simplicity:	That which is easily understood; reducing things to the bare essentials.
Suggestion:	A hint or indirect statement.
Spontaneity:	Suddenness or naturalness in thought and action.

Have each group give their findings about the group's haiku. Put the results on the blackboard. There will be some variation of syllables because of the translation from Japanese to English. Make certain all

students learn the correct form of three lines, of which the first and third line have five syllables and the second line has seven syllables.

Step 3 - Have each child create their own haiku. If the students are having trouble getting started, the following may be helpful: use Japanese prints, animal pictures, nature scenes, etc. as poetry starters. Another method would be to set a single object on each student's desk and have them create a haiku about it.

Follow-up:

Display the students' haikus around the room or in the hallway. Set up a poetry corner in the room and have several books of poetry in general and books of haiku available.

Evaluation:

The poems should be evaluated only on the correctness of form. Each child's effort to achieve identification with their subject should be praised.

Further Suggestions:

The class might want to create a project and publish their own book of haiku poetry. They could create a class project around the seasons, sports, or music and illustrate the haikus.

Activity Four

Title: Teaching the Benefits of Han, the Work Team

Introduction:

The Japanese believe that all children will learn. While an observer may spot a "weak" student in third or fourth grade, by sixth grade it is really quite difficult to spot weak students. Somehow, they are able to develop techniques to cover their inabilities. The idea that all students should be performing at grade level is gradually developed by the child as he/she proceeds through the elementary grades. By the end of junior high school, virtually all Japanese students can read, write, and compute well.

Though the Japanese offer no "special education" for slower learners, the Han, or work team, provides help for slow learners. The grade teacher will assign students to a han and will include a weak student with several strong students, or at least average students. The han may handle several activities for that day because the classroom teacher in the elementary school teaches all the subjects, including art, music, and PE. When the han is assigned an activity or problem to solve, the stronger members of the han will encourage the weak student to participate and will in most cases insist that he/she plays a role in the final solution. The members may even have the weak student give the report to the class and will help the student by giving "tips" as he/she makes the report. Later, the teacher may call upon the weak academic student to take a more active role in another area that he/she is good at, such as art class or PE. He/she may be called upon to be a leader in the han for this activity and will help the "weak" students in PE or art class.

In upper elementary grades and in junior high, an oshiego, or "teaching child," may assist the weak students. This normally is a one-on-one situation and the weak student learns the material, while the "teaching" child has his/her learning reinforced and will learn the material even better than before.

The Japanese do have special schools for students who are more severely mentally handicapped. These students are not mainstreamed and do no attend regular public or private schools.

Objectives:

1. To develop social cooperation among class members.
2. To recognize the personal strengths and values of each member.
3. To foster a sense of responsibility among members.

Grade Level: 5th grade class and special education class

Time: 1 class period of 52 minutes

Materials:
- Four conference tables, six chairs per table
- Paper and pencils for six students at each table
- Chalkboard with chalk

Procedure:

Step 1 - The special education teacher will need to meet and gain support for having the four special education students participate in a regular classroom setting. The special education teacher and classroom teacher will need to agree upon the subject matter to be learned during the period and how to divide the students into the four hans. Each special education student should be placed in one of the four hans.

Step 2 - The teachers will present the objectives for this lesson, which can be any topic agreed upon. For our example, we will use a lesson objective of having the students learn the basic components of the form of poetry called a haiku, which is a Japanese three line poem. Students will also develop three haikus and will be able to explain the significance or meaning of their particular haikus. The three haikus will be read aloud to the class and a report given by each group. The teachers will use the blackboard to explain the basic components of each line in a haiku and the significance of the poem. They will also put three or four examples on the board for the groups to view.

Step 3 - As the hans meet to work on their tasks, the two teachers will move from han to han. During this time, teachers may answer questions, but basically they are observers. They may need to intervene if the han is not including the special education student in the process. Special education students will be expected to either read one of the haikus that the han develops or to report on the significance of their poetry.

Step 4 - Prior to this period of using hans, students in the regular classroom will be informed of the benefits of a han and how it works. Students in the special education classroom will also be informed of the nature of a han and how it is supposed to work. The special education students will be told that they will be expected to contribute and that the hans is like a family that is there to support one another.

Follow-up:

The next day, students in both the regular classroom and the special education classroom will discuss the experience with using hans to learn. Students will discuss the likes and dislikes of this format and will express opinions on how effective that they felt the han was in their case.

Evaluation:

Teachers will evaluate the effectiveness of this activity by reviewing the notes that they took as they circulated among the hans. Did everyone in the hans contribute? Was the slower student encouraged by the rest to help in the development of their product? Teachers will assign each student a daily grade for the hans lesson, taking into consideration the final product and report given in class by each han.

Further Suggestions:

This idea could be carried further by the imagination and determination of the classroom teacher and the special education teacher. They could include hans on a regular basis, for special projects, or in other activities such as art or music. It might even develop into a different school district philosophy for delivering special education services to students. This activity could be done with a special education class also and the hans would be made up of the various special education students in the class rooms.

Activity Five

Title: Letters from International Neighbors

Introduction:

Communication with people in other countries may use many forms. For our purposes, developing the pen-pal; approach permits the use of long term growth and direct personal and classroom communication.

Objectives:

1. To enhance the Japanese Course of Study of 1989 which includes (a) enrichment on how to be and live as a human being, and (b) enrichment of moral education in all aspects of educational activities.
2. To recognize the cultural similarities and diversities existing in other lifestyles.
3. To extend knowledge of how to share and accept differences in cultural values.
4. To develop an international exchange of information.

Grade Level: 1-6 adaptable

Time: Variable, suggested time is about 10-15 minutes a day

Materials: - Letter writing equipment which includes pens, pencils, stamps, envelopes, etc.

Procedure:

Step 1 - a. Have each child write a sample letter to the agency explaining from what country (Japan) a pen-pal is desired.
b. After the teacher evaluates the letter, each child rewrites the request letter, addresses the envelope, stamps it, and hands the letter to the teacher.
c. Mail the letter and wait for the reply.

Step 2 - a. When the letter is received, each child will write a letter to their selected pen-pal and show it to the teacher.
b. Once the letter is completed, extra decorations may be added.
c. Mail the letter after addressing and stamping it.
d. Wait patiently.

Follow-up:

Each child will share their individual letters with the class.

Evaluation:

Letter writing is a simple first step toward long distance communication, not only with someone in the next town but also with other states and countries. The students have the opportunity to become stimulated toward understanding others on a one-to-one basis during the pen-pal letter writing assignment.

Further Suggestions:

The communications system should not be limited to letters. Other means of communication may be attempted, such as telephone, short-wave radio, FAX messages, visits, and tapes.

Source: Encyclopedia of Associations

Activity Six

Title: Mon or Crests

Introduction:

Crests were created in Japan during the Hein period (794 - 1191). Designed to distinguish the Nobel's family oxcart, the crest has taken a number of shapes, the most prominent being that of a plant. Other shapes include various objects, animals, buildings, celestial bodies, and so on.

Although the crest was originally used on Nobel's oxcarts, anyone was allowed to have a crest. Families designed their own crests and would use them on a variety of personal goods such as furniture, travel bags, and porcelain, to name a few. Kimonos were often the site of a crest with both sleeves and the back being the most prominent placement sites. Present day crests may be found on business or personal letterheads.

This activity is designed to educate the students on the historical culture of the Japanese crest. A brief history about the different types and history of the crest can be presented by the teacher. Following the introduction to the Japanese crest, the students are allowed to choose any family crest design, even their own. The students will then draw and color the crest as necessary.

Objectives:

1. To recognize the family values by designing a family crest.
2. To have students design a personal crest.
3. To learn to appreciate the reason for symbols.

Grade Level: K-6

Time: 1-2 class periods

Materials:
- Paper - rice paper if available
- Pencils - regular and colored
- Colors/crayons
- Paint - water color
- Magic marker

Procedure:

Step 1 - The class reads a brief history about the Japanese crest, describing the origin, purpose, and variety. A short class discussion should follow.

Step 2 - An assortment of crests are available for the children to choose from; each will choose their own crest.

Step 3 - Students begin to draw their crest.

Step 4 - After drawing the crest, they may trace it onto a piece of rice paper and begin to color it in.

Follow-up:

By reading about and then drawing their own crest, the students come away with a memorable experience concerning a small portion of Japan's history.

Evaluation:

All the students will be working on this project independently. They are free to choose their own crest and color it as desired.

Further Suggestions:

A unit on Japan would enable the class to work in groups, and each group could choose a family crest or possibly design their own. The crest could be made into buttons for the kids to wear; name tags could be made using the crest; or possibly one crest could be made for each group member's desk to signify their family group during this unit.

Activity Seven

Title: Mr. Wizard

Introduction:

The abacus, or soroban, as it is called in Japan, will be used to encourage a greater understanding of math to the students and also interject hands-on skills when doing basic math problems.

Considering the versatility of the abacus/soroban each grade level involved can be challenged and entertained by its function. Addition, subtraction, multiplication, and division will all be incorporated into this activity depending on the grade level of the students participating.

Objective:

1. To learn math in a teamwork setting as students will be given a list of numbers or problems to work out together. Also relieving some math anxiety by working with a partner.

Grade Level: 3-6

Time: 30-40 minutes

Materials:
- Paper and pencil
- Abacus boards, if available

Procedure:

Step 1 - Teacher writes the problem or number on the board.

Step 2 - Students working in pairs figure out the answer on the abacus/soroban.

Step 3 - Teacher gives the students a couple of minutes and then proceeds with another problem or number.

Step 4 - Upon completion of 15-20 problems, the teacher will review the answers with the students.

Follow-up:

By working in pairs this activity tries to encourage interaction amongst peers with the idea of teamwork and team effort. The hands-on approach of using an abacus or similar diagram promotes learning math in a different context and allows for a fun-filled atmosphere.

Further Suggestions:

Although all students will not excel in math at the same rate, mixing some of the more accelerated students at this subject with other students may encourage greater team unity and possibly instill some leadership qualities into the more advanced students. It should be noted that this activity is for students who already have a general understanding of the abacus/soroban and how it is used.

Activity Eight

Title: Numbers of the Japanese

Introduction:

With this activity, the students will learn about the common Japanese numbering system. Also, the students will recognize many cultural alternatives for meeting common needs and experiences.

Objectives:

1. Students will be able to demonstrate understanding of the Japanese numbering system.
2. Students will recognize that there are other different kinds of numbering systems through-out the world.
3. Students will better appreciate different alternative ways of dealing with common situations and problems.

Grade Level: 4-5

Time: 1 class period

Material: - Handout 1-1 for every student

Procedure:

Step 1 - Ask if there are students who can count to ten in some other language or if they know of any ways of writing numbers other than the Arabic system of 1,2,3,4,5... Explain how the Japanese numbering system uses characters similar to the characters used for other Japanese words.

Step 2 - Introduce the traditional Japanese numbering system by putting, on the board, symbols for the numbers 1-10.

Step 3 - Allow students plenty of time so that they can practice saying out loud and writing the Japanese numbers 1 through 10.

Step 4 - Explain how the Chinese created higher numbers by placing two or more symbols together (show examples).

Follow-up:

Allow time for students to practice writing down some Japanese numbers and have the students say aloud the numbers which means the same in the English system.

Evaluation:

Distribute the handout, 1-1, and have the students complete the exercises and then discuss their answers, openly, as a class.

NAME:_____

Handout 1-1

Translate the following Japanese numbers into their Arabic equivalents:

1. 三 _____
2. 十 _____
3. 二十 _____

Write the following numbers in Japanese:

4. 8 = _____
5. 6 = _____
6. 4 = _____
7. 12 = _____
8. 21 = _____

9. Write your phone number in Japanese:_____
10. Write your birth date in Japanese:_____

KEY FOR HANDOUT 1-1

1. 3
2. 10
3. 20
4. (8))(
5. (6)
6. (4)
7. (12) +=
8. (21) =+−
9. Answers may vary. . .
10. Answers may vary. . .

NUMBER SYSTEMS

Arabic	Japanese
1	一
2	二
3	三
4	四
5	五
6	六
7	七
8	八
9	九
10	十

The Chinese, who developed the number symbols, created larger numbers by putting two or more of the symbols together.

An example would be. . .

a. 13 is broken into a 10 and a 3. 十 三

b. 20 is broken into 2 and a 10. 二 十

Activity Nine

Title: Teaching Elementary Physical Education in the Japanese Method

Introduction:

In Japan, physical education is emphasized more than it is in the United States. Elementary students spend time on physical education instruction daily and most elementary schools have more than three hours of physical education each week.

In the Japanese elementary school, regular classroom teachers teach all subject areas, including physical education. Many teachers arrive at school in track sweats or athletic gear as part of their normal attire. One key component to the Japanese physical education program is that the curriculum is developed according to known research on human development. Great care is taken in providing appropriate activities to match the development of the age group. For example, basketball is not introduced until junior high. However, all grade levels in the elementary school physical education program participate in various forms of calisthenics. The calisthenics are performed on a daily schedule and will vary in difficulty according to the age group.

Another key component to the Japanese elementary physical education program is the short lecture in physical education class. Before the class is dismissed to the athletic field, the teacher presents a short lecture on the day's activity and objectives. If time does not allow for a separate time for the daily calisthenics, then those exercises are done immediately before the activity. Normally, the calisthenics would take 20-30 minutes to complete each day. The additional activity, counting lecture time, may take an additional 40-45 minutes.

Objectives:

1. To enhance the study of physical exercise for students.
2. To recognize the similarities of customs by participating in calisthenics.
3. To extend knowledge of cultural expectations through the curriculum.

Grade Level: 4

Time: Approximately 60 minutes

Materials:

- Students will need to be able to change into athletic gear. The classroom teacher should also plan on wearing athletic gear for this day.
- A gymnasium or outside concrete area, such as a tennis court
- Eight rubber gym balls, which can be of varying size

Procedure:

Step 1 - The classroom teacher will spend approximately 15 minutes explaining and demonstrating six calisthenics that the class will perform outside. These include sit-ups, opposite toe-touch, the grasshopper, jumping jacks, trunk-twister, and push-ups. The teacher will also review the rules to dodge ball.

Step 2 - Once outside, the teacher will have two students come forward to lead the group in the six calisthenics. The calisthenics will take approximately 15 minutes to complete. Brief 15-30 second rests may be taken between exercises. Exercises should be repeated until a full 15 minutes of calisthenics have been completed.

Step 3 - The teacher should take five minutes to number the class into ones and twos. These will serve as the two teams for dodge ball. The center line for the tennis court will divide the area for the two teams. Each team will be given four balls and the competition will begin on the teacher's command. All students who are put "out" will move off of the court and cheer for their teammates. The dodge ball activity will take approximately 30 minutes to complete.

Follow-up:

During the next school day, students will discuss the Japanese method of conducting physical education class. Students will discuss the pros and cons of this arrangement, paying particular attention to discuss the fact that physical education is taught by the classroom teacher and that it is a daily activity. Students will also discuss the calisthenic aspect of each daily lesson.

Evaluation:

The classroom teacher will evaluate this lesson by the enthusiasm and effort that students make during the calisthenic and dodge ball portions of the activity. The classroom teacher will meet with the elementary physical education teacher to record a daily grade for this activity.

Further Suggestions:

The teacher may wish to approach the building principal about initiating a daily calisthenic time of about 10 or 15 minutes for each grade level. The principal may need to get approval from the superintendent before starting the program and the other elementary teachers would need to be in support for this program to really work.

Activity Ten

Title: An Introduction to the Pronunciation of Japanese

Introduction:

The purpose of this activity is to introduce students to the pronunciation rules of the Japanese language. It will give the students sufficient knowledge to enable them to correctly pronounce Japanese words that they will encounter in the study of this unit.

Objectives:

1. To expose the students to the linguistic rules that are used in modern Japanese.
2. To enable the student to correctly pronounce Japanese words that will be encountered in the study of this unit.

Grade Level: This activity could be adapted to be used at any level, but would probably be most successful at levels three and up because students will have a fairly firm understanding of phonics.

Materials:
- Flash cards made by the teacher
- Japanese place names and words to practice on
- Literature containing Japanese words

Procedure:

Step 1 - The teacher should first go through the seven vowels and vowel combinations used in modern Japanese. These are:

a. A as in father
b. E as in bet
c. I as in machine
d. O as in probe
e. U as in mood
f. Al as in Kaiser
g. El as in rein

It would be a good idea to mount these vowels and their pronunciation guides in a permanent display while studying this unit.

NOTE: Each vowel in Japanese has only one sound. A line over a vowel such as O-sa-ka means the duration of the sound is doubled but the sound is not changed.

Step 2 - After introducing the vowel sounds it is time to discuss the consonant sounds.

a. G always has a hard sound.
b. J has the typical J sound.
c. H is pronounced with a strong hissing sound. It sounds rather like the English sh.
d. F is pronounced more like the English B.
e. L is not in the Japanese language.

f. Y is not a separate vowel; when it is used between the consonant and its vowel it makes a single syllable sound.
g. CH, SH, and TS are pronounced as single consonants.

Step 3 - Practice pronouncing various Japanese words.

Geographic Place Names

Hokkaido	(hoh-KYE-doh)	Nagasaki
Honshu	(HOHN-shoo)	Hiroshima
Shikoku	(shi-KOH-koo)	Osaka
Kyushu	(KYOO-shoo)	Tokyo
Kyota	(KYO-ta)	Sappora
Edo	(e-DO)	Nara

Days of the Week

Monday	Getsuyobi
Tuesday	Kayobi
Wednesday	Suiyobi
Thursday	Mokuyobi
Friday	Kinyobi
Saturday	Doyobi
Sunday	Nichiyobi

Months of the Year

January	Ichi-gatsu	July	Shichi-gatsu
February	Ni-gatsu	August	Hachi-gatsu
March	San-gatsu	September	Ku-gatsu
April	Shi-gatsu	October	JQ-gatsu
May	Go-gatsu	November	JQ-ichi-gatsu
June	Roku-gatsu	December	JQ-ni-gatsu

Common Terms Used in This Unit

Apata	-	new city apartment building
Bonsai	-	indoor cultivated miniature gardens
Buraku	-	rural villages
Depate	-	department stores
Dōzoku	-	the extended family
Furo	-	large tub used for baths
Fusuma	-	inside sliding doors made of translucent paper and wood

Futon	-	four inch thick cotton mattress put on the floor to sleep on
Geta	-	raised platform shoes
Haiku	-	a seventeen syllable poem
Hashi	-	chopsticks
Hibachi	-	charcoal-burning open stoves made of ceramic or metal and used for heat
Hogaku	-	set of rules for lucky and unlucky directions
Ikebana	-	Japanese flower arranging technique
Kabuki	-	Japanese theatre form
Kimono	-	traditional Japanese clothing
Kotatsu	-	new source of heat
O-cha	-	tea
Origami	-	Japanese paper folding art
Sake	-	rice wine used for ceremonies
Shōji	-	outside doors of houses originally made of paper
Tatami	-	matted rice straw which covers floors of homes
Zōri	-	straw sandals

Follow-up:

The follow-up for this section will occur at various places in the unit when Japanese words are encountered. Students should be encouraged to go back and review the pronunciation rules when these words are encountered.

Activity Eleven

Title: The Rising Sun - A Historical View of Japan

Introduction:

There once was a celestial god and goddess, Izanagi and Izanami, who dipped a jeweled spear into the Pacific Ocean. As they raised the spear, drops of water fell from its tip. These droplets crystallized into the Japanese Islands.

Izanagi then created the sun goddess, Amaterau, from his left eye and the moon god, Tsukiyomi, from his right eye. Eventually Amaterasu had a grandson, Ninigi, who decided to supervise the affairs of human beings personally.

Ninigi, too, had a grandson, Jimmu Tenno. Jimmu Tenno became the first emperor or Japan and his descendants have ruled Japan throughout all succeeding historical periods.

Objectives:

1. To provide students with a broad overview of Japanese history.
2. To have students recognize the different periods of Japanese history and to recognize major events and people that affected those periods.
3. To develop an understanding of modern Japan, as a resulting product of its previous history.

Grade Level: Parts of this unit could be adapted to the primary grades, but the unit in its entirety would be suitable for third grade and up.

Time: Adaptable to the teacher's time-table

Materials:
- Bulletin board
- Paper strips
- Marking pens
- Pencils
- Board pins

Procedure:

Step 1 - One idea to introduce this unit would be to use an interactive bulletin board. The teacher could put booklets on the bulletin board. Each booklet would have the name of an historical period on it: Prehistoric, Ancient, Kamkura, Muromochi, Monoyama, Edo, Meiji, Taisho, and Showa.

Step 2 - Introduce the periods in chronological order (I have attached some notes about each one).

PREHISTORIC: (7000 B.C.? - 400 A.D.) Japanese history began in 660 B.C. at the time of Ninigi's visitation. The first written reference to the Japanese occurred during the Han dynasty in China when the Japanese

sent an envoy to the Chinese court. The Japanese engaged in an effort to clear Japan of the Ainu (the original people of Japan). (It might interest students to know the Ainu are Caucasians.)

ANCIENT: (400 A.D. - 1185 A.D.) The Japanese first learned to write in the seventh century A.D. In 522 the Korean ruler, Paikche, sent a bronze image of the Buddha and some Buddhist scriptures to the Japanese court. The introduction of Buddhism led to a long struggle between it and Shintoism. Eventually elements of the two were combined.

Japan built its first capitol at Nara. Later a second capitol was built at Heian-Kyo. This building ushered in a 300 year reign of peace when all of Japan pursued the cultural arts. During this 300 year span the Fujiwara clan actually ruled Japan and used the imperial family as a front.

KAMAKURA: (1185 A.D. - 1333 A.D.) Two families, the Tairo and the Minamoto, began an intense feud which grew into a bloody civil war. Eventually the Minamoto family was victorious. Minamoto then declared himself to be the shogun or commander in chief. This introduced a military type atmosphere to the Japanese and they became the militaristic society that ruled for the next seven centuries.

The militaristic outlook was to serve the Japanese well when Genghis Khan and his grandson Kublai Khan demanded homage from Japan. The Japanese resisted and in 1274 the Mongul horde set to sea in an attempt to conquer Japan. However, the gods smiled on Japan and sent a "kamikaze" (wind from heaven) that destroyed the boats of the monguls. This eliminated any threat to Japan until World War II.

MUROMACHI: (1333 A.D. - 1568 A.D.) The Ashikago ruled Japan. Japanese cultural development became more generalized and diffuse. During this period Japanese landscape gardening, flower arranging, and the Tea Ceremony attained the aesthetic status they still enjoy today.

Japan began to trade with China and Japanese junks began to dominate the transportation routes. While expanding trade, the Ashikago allowed the shogunate to disintegrate into about sixteen separate feudal kingdoms. It was during this time that Christianity was first introduced to Japan. The time between periods was not considered as an important time division.

MOMOLYAMA: (1582 A.D. - 1600 A.D.) This era, though extremely short in duration, is important because reunification of the Japanese occurred. Toyotomi Hickyoshi, an ambitious, brainy, and indefatigable peasant continued the reunification process begun in 1568 by Nofunaga. He successfully reunited Japan and then set out to conquer Korea. He was

somewhat successful in this and an outpost was maintained on the Korean mainland until after his death in 1598.

EDO: (1600 A.D. - l867 A.D.) Tokugawa leyasu and his descendants ruled Japan from the village of Edo. Father Francis Xavier brought Christianity to Japan. At first Christianity spread rapidly, but then was banned. In 1638 38,000 Christian peasants were hunted down and killed.

The Japanese bakafu banned European trade in the early 17th century. Thus Japan became an isolated island for over two hundred years. Peace suddenly came to the land after 200 years of constant feudal warfare. The arts again flourished, the haiku and kabuki became solid Japanese poetic and theatrical art forms.

In 1853 the United States entered into successful negotiations to have Japan open the ports of Shimoda and Hakkodate to limited trade.

MEIJI: (1868 A.D. - 1912 A.D.) Time of long delayed social upheaval. The last Tokugawa shogun gave up his power. Emperor Meiji and his counselors effectively took command. Edo's name was changed to Tokyo (meaning Eastern Capitol). The samurai were displaced and forced to go into industrial type jobs.

Japan entered the "Sino-Japanese" war with China. A year later Japan controlled Korea, had possession of Taiwan, and was given a $24,000,000 indemnity by the Chinese.

In 1904 Japan entered into hostilities with Russia. Again Japan was victorious. The Japanese were then recognized as a major world power.

TAISHO: (1912 A.D. - 1926 A.D.) The great Kanto earthquake took place in 1913 and 144,000 people lost their lives. Also, during this time Japan's economic expansion continued throughout Asia and the Pacific. Proletarian art, literature, and philosophy emerged and began to spread.

SHOWA I, II, III, AND IV: (1926 A.D. - 1990 A.D.) These eras were named after Emperor Hirohito who ascended to power in 1921 and whose reign names was Showa. The fourth Showa era ended in 1990 when Hirohito died.

SHOWA I: (1926 -1940) War with China began in 1937. By September of 1939 when World War II broke out in Europe, Japan controlled much of the Chinese mainland.

SHOWA II: (1941-1945) Japan took over Manchuria in 1941. Party leaders were replaced by military leaders. The Japanese attacked Pearl

Harbor and the United States entered World War II. Japan hoped to gain control of the entire Southern Pacific. Japan then found it impossible to defend its territory. Finally, Emperor Showa (Hirohito) issued the surrender of Japan shortly after the Japanese cities of Hiroshima and Nagasaki suffered an atomic bomb blast.

SHOWA III: (1945-1952) MacArthur became the first leader of the invasion force to set foot on Japan since the 13th century. The United States occupied Japan for the next six years. The emperor declared himself to be human, not divine. The land was redistributed and a new constitution written. The educational system began to undergo reform also.

SHOWA IV: (1952-1990) Time of tremendous economic growth. Japan emerged as a leading shipbuilder. Social patterns changed very rapidly. The conservative party was the dominate political party. Japan was largely pro United States. Japan went from being an exporter of "cheap junk" to being a technological world leader, exporting precise technologically advanced products. The place of women in society began to undergo rapid change and the education of young girls also began to change.

Step 3 - Play a matching bulletin board game. Divide the students into groups. Give each group strips of paper containing historical data. An example: Ghengis Khan and Kublai Khan attempt to invade Japan. Let each group mount their strips on the bulletin board under the correct period of Japanese history.

Follow-up:

Have each student find other resources on Japan that are in the library to show the rest of the class.

Evaluation:

The teacher could evaluate by monitoring the groups as they mounted their historical strips. The instructor might also wish to integrate other activities within this unit within the historical time frame they occurred. Each project could then be evaluated on its own merits.

Further Suggestions:

Different groups might like to perform skits about a Japanese historical happening or historical figure. Many creative projects could be gotten from the basic notes given above.

Activity Twelve

Title: Single Effort, Double Gain: Proverbs of the Japanese

Introduction:

Proverbs tell a lot about people's values and beliefs. The students will look at several Japanese proverbs and will be asked to come up with hypotheses about what they think they mean. By comparing these sayings to Western proverbs, students will realize that even though people may live in different parts of the world, they share similar concerns and values.

Objectives:

1. Students will be able to compare some Western proverbs and Japanese proverbs.
2. Students will be able to identify values common to both American people and Japanese people.
3. Students will use their own personal experiences to reflect on various proverbs.

Grade Level: 4-6

Time: 1 class period

Materials:
- Copies of handout for every student
- Markers

Procedure:

Step 1 - Ask the students if they are familiar with the term PROVERB and give them an example of one (write on the board). Ask the students if they know the meaning of it and have the class as a whole, come up with a common definition.

Step 2 - Divide the class up into small groups and allow about 15 minutes for them to brainstorm and record a list of about 5-10 proverbs that they are familiar with.

Step 3 - Discuss as a group, all the different proverbs that were brought up and list on the board, the proverbs that were most frequently mentioned.

Step 4 - Distribute the handout - "Single Effort, Double Gain." Have the students underline those proverbs in which the meanings are very similar to the proverbs from their own culture and have them write what they think is meant by the proverb or have them write American proverbs that are similar.

Follow-up:

Ask each student to select a proverb that they like best and have them explain why he/she favors that particular saying.

Evaluation:

Ask the students to think of a proverb that is important to them. Have the students write a short paragraph explaining why it is an important proverb and an example of how it has touched or influenced their own lives.

NAME_____

SINGLE EFFORT, DOUBLE GAIN

Write in your own words the meaning of the Japanese proverbs below. Circle the proverbs that are most similar to American proverbs.

1. Single Effort, Double Gain.

2. The water which fell from the plate will not go back.

3. Two captains sink a ship.

4. Not to say is better than to say.

5. A stick before you tumble.

6. A sweet is better than cherry blossoms.

7. Right beneath the lightout there is darkness.

8. Love is beyond consideration.

9. A blind man peeps through a fence.

10. One man's story is no story.

KEY

Meanings to the proverbs. . .and equivalent American Proverbs.

1. It is possible to accomplish more than one goal with the same effort.
   Eq. To kill two birds with one stone.

2. Events or mistakes cannot be changed.
   Eq. No crying over spilled milk.

3. Too many leaders cause problems and disagreements.
   Eq. Too many cooks spoil the broth.

4. Sometimes it is better to hold your tongue.
   Eq. If you can't say anything nice about a person then don't say anything at all.

5. Seek help before it is too late.
   Eq. A stitch in time saves nine.

6. Something immediate is better than something distant.
   Eq. A bird in the had is worth two in the bush.

7. Things may seem worse, before they seem better.
   Eq. It is always darkest right before the dawn.

8. Love is blind.

9. Like looking for a needle in a haystack.

10. You must hear all sides of a story to gain an accurate picture.

Activity Thirteen

Title: Small Space, Several People

Introduction:

Japan is a nation with several people and limited land. The result is overcrowding among the people and need for using land in a more efficient manner. Students have a hard time picturing how small the land actually is compared to the number of people that live there. This activity will help them by having them set-up a special graphic figure that makes these ideas more concrete.

Objectives:

1. Students will be able to explain why Japan is so very crowded.
2. Students will be able to develop a graphic representation of population density in the United States and in Japan.
3. Students will be able to make decisions dealing with different ways of living based on looking at comparisons of population.

Grade Level: 5

Time: 1 class period

Materials:
- Handout 3-1 and 3-2 for every student
- Scissors
- Colored pencils

Procedure:

Step 1 - Ask the students if they can imagine 4 billion people? 100 million? 55 million? Explain that some numbers are just too large to even get a picture of what they actually mean.

Step 2 - Tell the students that Japan has more than 115,000,000 people, also that these people live in an area smaller than the state of California.

Step 3 - Explain how a person might get a better idea of this huge number if it is shown in a graphic way.

Step 4 - Distribute handout 3-1 and 3-2 having the students complete the activities.

Follow-up:

Have the students draw some conclusions based on the graph that they created and ask them to be able to defend their conclusions.

Evaluation:

Ask the students to list some ways that Japan might consider on how to eliminate the overcrowding and better use their land space.

Handout 3-1

CREATING A POPULATION GRAPHIC

1. The large box at the bottom of the other page stands for the size of the United States. Color it RED. Each section stands for 50,000 square miles. Count the total number of sections and multiply by 50,000 to find the size of the United States in square miles. How much land does the United States have?

   _____ square miles

2. At the top of the page are 60 small squares. Color these BLUE. These squares represent the United States population. About how many people are there in the United States if each square represents about 4 million people.

   _____ people

3. Cut out the country box and all the people squares. Put the people in the country box. Spread them out evenly and determine if the people squares are crowded together or are there open spaces?

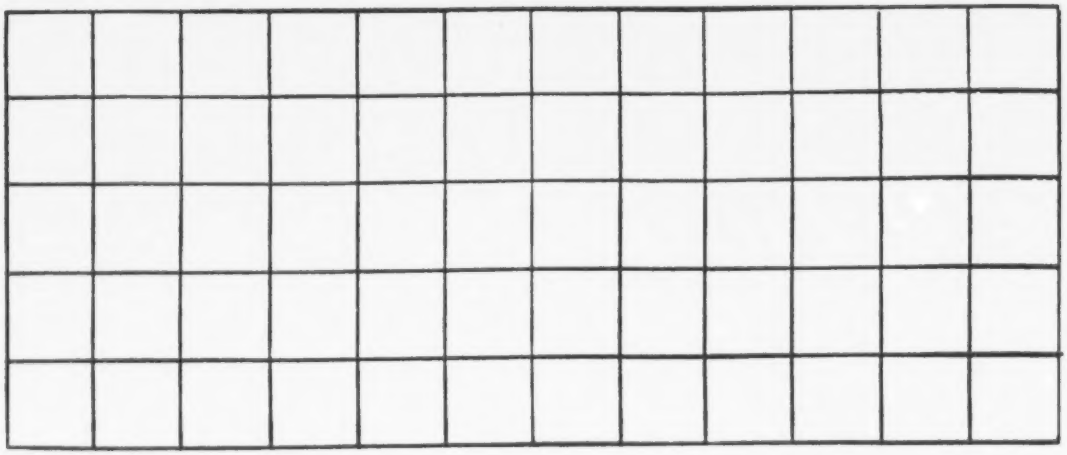
   _____

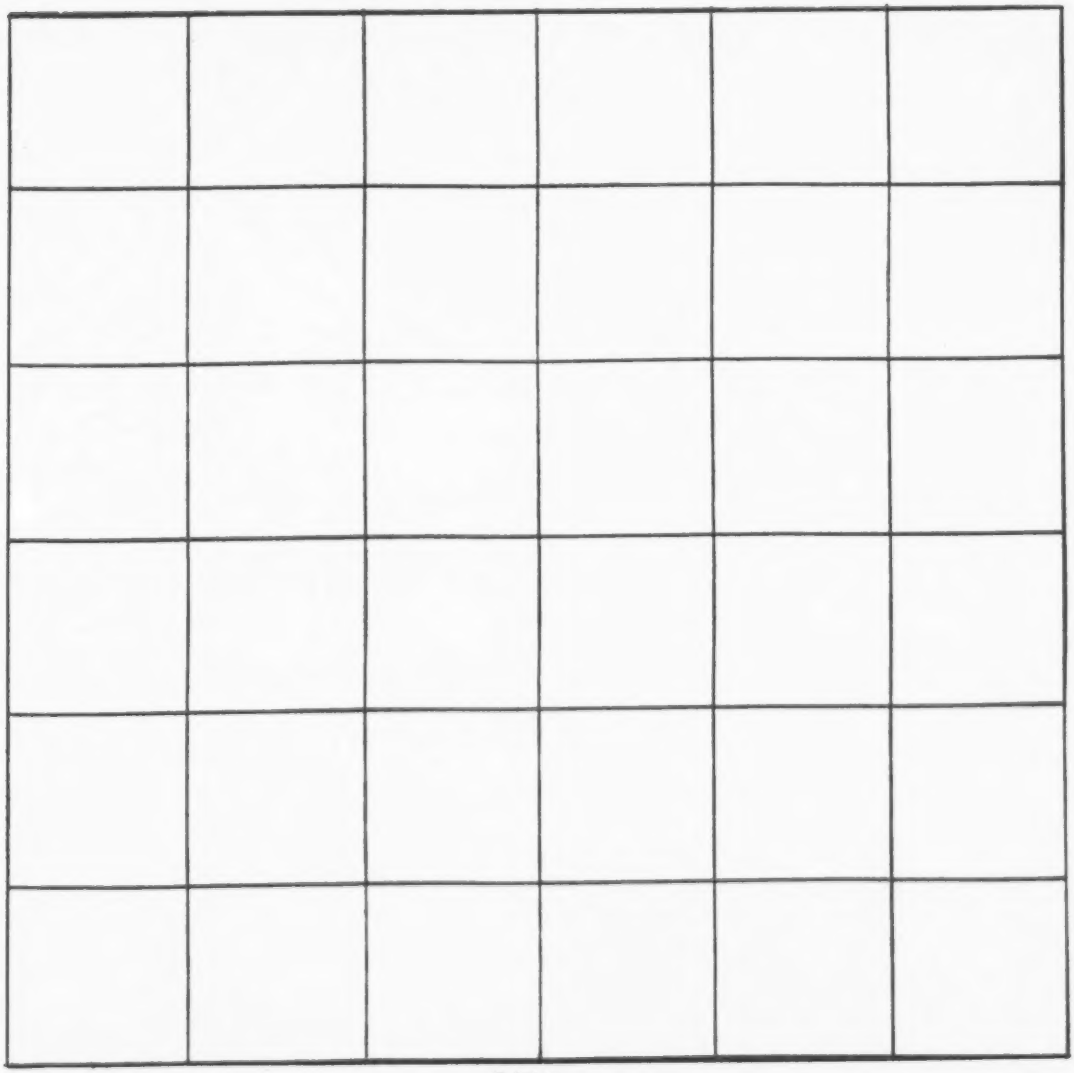
4. The United States has about 25 times more land than Japan. That means that Japan could be represented by 1 1/2 squares on the country box. Trace this area and label it JAPAN.

5. Japan has about half the number of people that the United States has. Count out one-half of the people squares, the remaining squares show the population of Japan. What does that say about the population density in Japan?

   _____

   _____





Activity Fourteen

Title: Teaching Undokai (the challenge) and Gambare (to try your very best at all times for the group)

Introduction:

In Japan, the term gambare is used in pursuit of academic and athletic achievement. Students are taught the importance of this attitude from their very first days of school. The Japanese term gambare means to try your very best at all times for the good of the group or team. Students who do not understand this are made to feel ashamed and they are soon programmed to honor gambare as all do.

The Undokai is the great challenge. The elementary school is divided into two teams, the reds and the whites. Since the children wear the same school uniform to school each day, the only way to distinguish the two teams is by having the children wear colored head bands or caps. The children take great pride in competing for their team and gambare is upheld to the upmost. The overall team score is carefully calculated and a score board records each teams' wins for all to see. The competitions are by grade level and by sex, so the second grade girls compete only against the other team's second grade girls. A great deal of planning the Undokai is necessary to avoid chaos, which never occurs. The competitions are held in track and field events, as well in some events unique to the Japanese.

Two events that the Japanese include in the Undokai are the ball balance race and the ball basket toss. In the ball balance race, four students balance a huge ball on a stretcher type device that has four handles and the team runs 50 meters to the finish line. They have to cooperate in order to beat the other team. Another event is the ball basket toss. Each team has a basket (closed basket) that is on top of a huge pole. Several balls are spread out on the playing field. The team that gets the most balls in their basket wins this competition.

At the conclusion of the Undokai, all students are assembled by teams and the winning team is declared. Even though half the student body has won and half has lost, all have given their best. . .gambare.

Objectives:

1. To further understand the advantages of cooperation.
2. To recognize the value of personal effort and, in turn, the personal effort of others.
3. To realize the advantages of commitment to a goal and "trying one's best."

Grade Level: K-5

Time: One full school day

Materials: - An athletic field and track would be the ideal areas to host the Undokai. The principal or some designee will need to coordinate the events and in the proper order. Teachers and volunteer parents will need to be with their particular class to get the students to the right event at the

proper time. Two huge rubber balls, two stretchers, two basketball poles with the basket bottoms closed, and 12 whiffle balls will also be needed. And many volunteer parents will be needed to time, record, and run the various events. A bull horn or speaker system would be helpful for the principal.

Procedure:

Step 1 - Prior to the Undokai, students will have a short lesson from their classroom teachers on gambare and Undokai. Teachers will emphasize these concepts and if possible, a video or film of the Undokai will be shown. Students will be told about the events that will be held at their school's Undokai. Students will also be divided into two teams. . .the reds and the whites. Overlays of these colors will be provided for the Undokai. All of these preparations should be completed at least one week prior to the event and should be reviewed daily.

Step 2 - Parents and other volunteers should be contacted a month in advance so that all materials and helpers can be secured prior to the event.

Step 3 - On the day of the Undokai, all classes should assemble in the middle of the field and receive instructions from the principal. The teachers and volunteers will have a master schedule of events, including the ball stretcher race and the basket toss. All students will wear their teams appropriate color and will uphold gambare to the fullest. A lunch time will be held near noon for all students to eat sack lunches and to dispose of their trash in an orderly fashion, as the Japanese children do.

Step 4 - A running score for the reds and whites will be displayed. This can be a simple score board or one that is provided for at the field. At the conclusion of the day's events, students will assemble in the middle of the field for the announcement of the winning team.

Follow-up:

The next school day following the Undokai, classroom teachers will discuss with students the terms gambare and Undokai. Students will be asked to express their feelings before, during, and after the event. Students will also be asked to express their understanding of gambare and if it applies to our society like it does in Japan.

Evaluation:

Teachers will evaluate the effectiveness of this school-wide activity by noting the enthusiasm or lack of enthusiasm exhibited by the students at the Undokai, and the level of enthusiasm before and after the event. Teachers will share with one another in a faculty meeting the follow-up discussions that were held in the individual classrooms.

Further Suggestion:

To add to the level of gambare, the students could be told that the winning team would receive a free 30 minute recess in the next school day.

Activity Fifteen

Title: Video Pet Care

Introduction:

Communication should emphasize and integrate cultural experiences, group encounters, and face-to-face observations in an effort to permit shared meaning. Students need to have personal experiences on which to build further learning and understanding of other cultures. Video communication has an inherent ability to bridge the gap by reaching out to long distance neighbors to mutually enhance personal experiences.

Objectives:

1. To allow the learners to contemplate and participate in an alternative view of subject content and cultural importance.
2. To initiate the free exchange of ideas between cultures.
3. To compare scientific and technological advances and uses within a classroom setting.
4. To discover the differences and similarities of a classroom setting through video.

Grade Level: 1-6 adaptable

Time: Several activity periods, averaging 30 minutes each

Materials:
- Video camera, videotape, videotape mailer
- Subject matter (pets--fish, dogs, cats, or other animals)
- Stamps and address of participating Japanese school

Procedure:

Step 1 -
a. Discuss with the class, which type of pet should be used for a pet care demonstration and how should the demonstration be set up in the science class.
b. Work with the assigned student directors and actors to set the stage for a complete science lesson.
c. Film the lesson for class viewing, allow them to critique and re-film if necessary.
d. Mail the film in the mailer to the Japanese school participating in the project.

Step 2 -
a. When the tape or letter is returned, share the results with the entire class.
b. Discuss the feelings, observations, and sense of accomplishment with the class.

Follow-up:

Share the event with parents, administrators, and other teachers as time and interest permits.

Evaluation:

The ability to see personal work and then to send it to another country lends a sense of pride to accomplishment. By observing the returned information (tape or letter), the experience of having long distance neighbors is integrated into the personal experience base.

Further Suggestions:

To add to the interest, personal cassette tapes may be included in the mailer. Other items of information may be added later. A follow-up letter by the instructor may be sent to the cooperating teacher.

Source: Addresses obtained through the Japanese Embassy.

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